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IN-SCHOOL BROADCASTS OF NORTH CAROLINA STORIES
FOR UPPER ELEMENTARY GRADES

by

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CHAPTER I

INTRODUCTION

The Contribution of Auditory Aids to Teaching

The beneficial effects of a war are hard to find, but it is evident that the struggle for victory gives great impetus to technological research. The futuristic rocket plane that fascinated the youthful reader is now an actuality.

In other fields, important advances may be less evident and perhaps less dramatic, but they are no less significant. One of these in the current struggle is the effective use made by the armed services of audio and visual materials for instruction.

The war time application of these tools for learning will have a lasting influence upon peacetime education. It would be incorrect, however, to imply that the military have pioneered or played the major role in utilizing these techniques. Long before the war, alert educators were aware of the possibilities, and in numerous school systems and universities fundamental procedures were evolved. The personnel that planned the emergency use of audio and visual techniques was recruited, in many instances, from the classrooms of the nation. Imaginative teachers have always sought and used teaching aids.

From the hornbook to the modern textbook and from the slate to the motion picture, these tools for learning have ever been changing. Though not all change is progress, and though education has had more than its share of proposed cure-alls, it is undeniably true that some lasting contributions have been made.

Just as industry has learned that it must use modern tools for efficient production, so education has learned that the teacher must be provided with the latest devices to prepare the children to live happily in a complex society. The school day is a fairly long one. The years of learning required for effective participation in the modern society are already many, and as more education and specialized training are demanded, those responsible for the education of youth will need to employ the best tools available. The radio is one of these. It is not a panacea, but there is ample evidence that, when used judiciously, radio is a dynamic force in teaching.

The Influence of Radio

In the days of radio's infancy a famous university president was asked whether his institution would care to present a series of educational programs. He bluntly refused, adding, "Radio is just another gadget. It will be forgotten in a few years."

Those few years have passed and the "gadget" is still with us. Today radio programs are heard in 33,000,000 American homes. Three out of four receivers are tuned in daily and the average receiver is "on" 5.2 hours every day of the week. Nearly one thousand radio stations are in operation in the United States, each broadcasting approximately five hundred programs a week. Radio, press and motion pictures are the three mass communication media of the twentieth century.

But statistics alone do not demonstrate the enormous influence of radio upon the thinking and conduct of people. No other medium reaches so many people simultaneously nor has so direct and intimate an appeal.

Numerous surveys, such as one conducted by Fortune, have shown that nearly two-fifths of the nation has found it can get most of its news without turning to newspapers.

When the voice quality and radio style of a presidential candidate are significant factors in the success of a political campaign, when the radio is used by nations as a prime weapon in psychological warfare, when thousands of Americans from coast to coast discuss Raymond Swing's commentary of last night or repeat Fred Allen's latest story, then the influence of radio--whether it be for good or bad--must be recognized as a powerful force.

Too often when commercial radio broadcasting is mentioned to school people, they shrug their shoulders and with seeming indifference explain, "I seldom listen; it's all silly, anyhow." That may or may not be, but the fact is that the great majority of the American public does listen regularly, and the radio definitely affects its mental patterns.

It is an established fact, and probably a disturbing one, that the typical American school child spends two and a half hours a day, every day of the year, listening to the radio. Add that to the weekly movie, the comic books, and the daily newspaper, and the teacher readily understands why the comparatively few hours spent in the classroom are but a limited phase of the child's educational experience.

Assuming then that the teacher recognizes that she is dealing with a twenty-four, and not a five-hour child, several questions arise: What can the schools do to make these "outside" experiences helpful? How can the child's natural interest in radio be used to further his educational growth? And, more definitely, What contributions can radio and audio aids in general make to teaching?

The Contribution of Radio

The measure of radio's specific contribution to education can be gauged only by its relation to the general objectives of education. The aid that radio can provide in achieving these goals is not so well known. These contributions, though they overlap, may be grouped as follows:

1. Radio is Timely.

It has been said that "What aviation is to transportation, radio is to education in the fullest meaning." The need for timeliness is obvious in the study of current events. Radio presents and interprets the event while it is still current and before it becomes history, whereas textbooks and even magazines cannot do that. As pupils listen to selected news broadcasts and discussions of crucial issues, they become increasingly aware of the complex problems they will meet as citizens.

Timeliness is essential, too, in other areas of study. Vocational guidance, for instance, can have but limited value if it is not closely related to the changing needs of the community, and the current demands of industry. It is often difficult for teachers who are somewhat removed from industrial activity to keep informed of these continuous changes, and here the radio can be used to good effect. Several educational radio stations, such as WLB of the University of Minnesota and WOI of Iowa State College, have broadcast interviews with personnel managers and employment counselors as well as with men on the job. Current local needs and present local opportunities have been emphasized, and responses from high schools have indicated that a definite need is being served. The radio provides the last page of the newest textbook.

The application of education radio to meet an emergency need was illustrated in several communities where programs were presented to help

provide pre-induction training. Local authorities discussed principles of flight, newer concepts of global geography, and aspects of military life that would be helpful to the potential draftee. WBOE, the Cleveland School Station, broadcast practice lessons in code, using Signal Corps transcriptions. WBEZ, operated by the Chicago Public Schools, presented a timely radio series in 1944 entitled New Worlds for Old, which interpreted the geography of the air age.

Radio was used recently by schools in several cities to combat a spreading danger from rabies and polio. In fostering a spirit of national unity, in launching Red Cross drives, the Damon Runyon drive, the Heart drive, and in disseminating information concerning the Liberty Train, the timeliness of radio has enabled it to make a significant contribution to the schools of America.

2. Radio Can Give Pupils a Sense of Participation.

The qualified teacher knows that direct, more than indirect experiences are productive of learning. The carefully selected pupil activity, the well planned field trip, the practical problem which grows out of a felt need—all these are participatory in nature and effective educationally. But life is too short and society too complex for the average child to obtain "immediate knowledge" of many things.

It is inevitable that symbols be used for some experiences, and yet the danger is that as the latter become increasingly vicarious, teaching tends to become a verbal outpouring, and learning a feat of memory. The joy of self-discovery and the pleasure of personal association are lacking. Radio can help to overcome this tendency by opening the doors of the classroom to the world outside. When the child hears an "actuality" program, such as a presidential inauguration or the

opening session of Congress, he has a feeling of participation in the event and history becomes a living and vibrant experience.

The pupils who heard Norman Corwin's memorable program on the Bill of Rights shared consciously in the trials of the founding fathers, as well as in their nation's pride of a monumental achievement. Listeners who heard George Hicks describe his approach to the fortified Normandy coast saw the invasion through his eyes. They felt his anxiety as the attacking plane neared his small craft and shared the joy of the crew when the bomber was destroyed. Cold print could not have created so keen a feeling of participation. It may not be desirable to recommend such emotional stress for immature listeners, but it illustrates radio's ability to create a feeling of direct experience which, if properly employed, has real meaning for education.

3. Radio Can be an Emotional Force in the Creation of Desirable Attitudes.

Radio is thought of frequently as a teaching aid which can accelerate the accumulation of facts. There is much evidence to support this claim. However, facts alone are not the aid of education. The decisive factor is what the learner does with the facts. To illustrate simply, the jay walker knows that the red traffic light means "stop"; but if knowledge of the fact does not affect his attitude concerning safety and, in turn, his habits, then the facts are incidental.

Not only in safety and health, but in the whole process of democratic living, attitudes, not facts, are paramount. In the vital matter of promoting harmonious interracial relations, Rachel Davis Du Bois in Get Together, Americans points out:

"When working in the area of racial and cultural conflicts one should remember that people do not change their attitudes about

other groups of people by merely acquiring facts. People do not act according to what they know, but according to how they feel about what they know."¹

The conveyance of information is a comparatively simple phase of teaching. Far more difficult is the development of desirable attitudes. Even in the days before Herr Goebbels, psychologists knew that attitudes did not result from reasoning alone. Emotional drives have a powerful influence. Here is where radio can be of great help to the teacher, for radio has learned to use drama and music, two potent forces for creating an emotional impact. There have been many radio presentations which accomplished this. The following are good examples:

The Arch Oboler script, Johnny Quinn, USN, as produced by Station WNYE of the New York City Public schools, was a fine demonstration of an outstanding dramatic presentation by high school boys and girls, which contributed to an awareness of the personal sacrifices involved in a national emergency.

Station KNX, Los Angeles, in presenting These Are Americans recognized the delicate matter of race relations and dealt with it effectively. The public's indifference to the conservation of its natural resources was challenged by Station KOIN, Portland, Oregon, with a gripping drama, Tillamook Burn, which depicted the ravages of a forest fire.

The National Broadcasting Company's series, Here's to Youth and the Canadian program Crossroads of Youth, both of which were dramatizations dealing with juvenile delinquency and based on actual case histories, were splendid examples of the emotional drive that can result from "good radio."

¹ William B. Levenson, Teaching Through Radio. New York: Rinehart, 1945. p. 8.

4. Radio Can Add Authority.

Few teachers, however conscientious they may be, can hope to be experts in every phase of the subject matter they teach. The mass of available information is multiplying constantly. The search for the best sources and the lack of time make it difficult for the already burdened classroom teacher to exploit all the possibilities. Here, too, the services of radio can be enlisted.

The occasional appearance of an authority before the microphone, whose material is planned to relate to the interests, needs, and capacities of pupils, can be of active assistance to the teacher. As the leaders of contemporary life--political, scientific, industrial and educational--deliver their messages, they become members of the teaching staff. And thus, as Darrow expresses it, one can "substitute first-hand enthusiasm and mastery for second-hand interest and half-digested information."² There have been many radio programs of this type, some for classroom use and others primarily for home listening.

The classroom visit of an authority made possible through radio has been used effectively in various subject fields, for example, music in Nashville, Tennessee; conservation in Portland, Oregon; science in Rochester, New York; and Spanish in Evansville, Indiana. Yet radio's help in contributing authenticity does not depend upon the microphone appearance of a specialists. Several dramatic programs have been of real significance to the school, because they combined the fruits of a research staff with the talents of a dramatic cast. Several of the Cavalcade of America programs presented by Du Pont over National Broadcasting Company have been

2 Ibid., p. 9.

noteworthy in this regard. The University of Chicago's The Human Adventure, carried by Mutual, and the former Columbia Broadcasting System series Americans At Work were high spots in radio education.

5. Radio Can Integrate the Learner's Experience.

The correlation of the children's activities in school with those he undergoes after school has become increasingly difficult. Another aspect of integration which the teacher faces is the coordination of the knowledge obtained in various classrooms. The meaning acquired in the mathematics class relates to those of the physics laboratory. Music and art are based on fundamental principles common to both. Geography, history, and economics are likewise interrelated and the same can be said of practically all subjects. The synthesis of newly acquired meanings is an essential step in the learning process and yet it is here that much classroom teaching falls down. The pressure of time, a narrow course of study, the teacher's specialization, preparation for college examinations, the departmental system—many reasons are given, but the fact remains that the "wholeness" of knowledge, a recognized aim, is seldom achieved. In this regard, too, radio is no panacea but it can help a great deal. The Standard School Broadcast series, which has been heard on the West Coast since 1928, has on many occasions emphasized the relationship between music and art. The series of brief biographies for young children as given by Irene Wicker related in simple but effective terms the efforts of great men to meet the needs of their times. The skillfully dramatized presentation by the Free Company of American Crusader dealt with Elijah Lovejoy, his courageous spirit, and the present day need of similar men. The Columbia Broadcasting System's American School of the Air series, Tools of Science, related the significance of scientific instruments to

the world's work today. The WBEZ program, Let the Artist Speak, pointed out the effects of life in Latin America upon resultant art forms. Many other programs of this nature have shown how radio can contribute to an amalgamation of what the child may consider unrelated knowledge.

6. Radio Can Challenge Dogmatic Teaching.

Passive learning and dogmatic teaching are much too common in many classrooms. Only the rare child will question the wisdom of the teacher's point of view, evaluate the presence of bias in a textbook, and analyze the prevailing beliefs in his community. The upsetting of preconceived notions often irritates but it likewise stimulates. When the child hears a radio program in which a belief which he has hitherto accepted is questioned by apparent authorities who provide supporting evidence to the contrary, he learns the real meaning of suspended judgment. When he listens to a forum program in which even the experts disagree, he comes to understand that truth is not easily arrived at.

The American radio program structure abounds with examples of programs that challenge points of view. America's Town Meeting of the Air, The People's Platform, and The University of Chicago's Round Table are some of the better known network programs of this type.

For younger listeners the rapid rise of the Junior Town Meeting League is an interesting development. Programs dealing with crucial issues, national and international, are discussed by pupil speakers who support differing points of view. After the formal talks they respond to questions from the pupil audience. Broadcasts of this type have been presented in Boston, Cincinnati, Cleveland, Philadelphia, Akron, and Toledo. These school-presented programs have been fine demonstrations of radio's capacity to encourage a more scientific attitude toward social problems.

7. Radio Can Be Used to Develop Discrimination.

The development of good taste and the ability to make intelligent choices are closely related to the previous discussion. These aspects of the child's growth are vital, yet unfortunately as educational objectives they have been slighted in many schools. Edgar Dale's observation of several years ago deserves repetition today:

People can be roughly divided into two classes...the sponge-minded and the critically minded. The sponge-minded absorb with equal gullibility what they see at the movies, what they read in the newspapers, what they hear over the radio. They are the passive viewers, readers, listeners... Fair game for advertisers, they it is who put down \$350,000,000 for patent medicines each year. Even in their student days, they accepted without a flicker of mistrust what the textbook said or what they heard from the lecture platform. Porous as a sponge, for a brief time their minds absorb but do not assimilate. The critically-minded are active, not passive, in their reception of the printed and spoken word or the motion picture. They constantly ask: "Is it true? Where's your evidence?" and "What do you mean by 'true'?" They search out hidden assumptions, unwarranted inferences, false analogies. They are the good-natured sceptics and sometimes, unfortunately, the soured cynics. They give the ill-informed and inaccurate teacher many an evil moment. They are our only hope for progress.³

It has been demonstrated by Fawcett, Biddle, and others that with continued selective exposure and follow-up analysis, it is possible to shift students from the passive group to the active.

Skillful teachers in many parts of the country have used radio to help attain such goals. By first determining the present tastes of their pupils, then by evaluating with them the program elements that make for quality, and finally by suggesting superior programs for home listening, teachers have helped many students to become selective in their listening and critical of what they hear.

There was a time when good music and drama could be had only in

3 Ibid., pp. 12-13.

big cities. Today the children of the Arkansas farmer, like their more sophisticated contemporaries of Manhattan, have an opportunity to hear the best. The growing attendance at concerts, the support of orchestras, and the success of road tours are attributable in large measure to radio's achievement in elevating standards of taste.

Programs, such as the Firestone Hour, the Metropolitan Opera, New York Philharmonic, the Family Hour, and others of like quality have contributed much to the cultural life of America. By encouraging listening to such programs, the classroom teacher can enrich the child's growth immeasurably.

The Functions of Radio

Radio conquers space.--In a shrinking world, where air travel is changing former concepts of geography, and no region is more than sixty hours from Main Street, corresponding developments in communication are needed more than ever before. Radio's ability to transmit the spoken word with the speed of light is of vital significance in modern life. The lonely fur trapper of the Far North can hear Toscanini's music before the spectators in the rear of the National Broadcasting Company's Music Hall can. With radio, the most isolated classroom can hear the world. Geography is translated into terms meaningful to the child. The life and customs, the people and their forms of expression the world over assume concrete shape. The unfamiliar, which is often misunderstood and more often distrusted, can be brought closer home and effectively interpreted by an intelligent use of radio. Recent trends have shown that the contrary is also true; however, the tool itself is neutral. Its use determines its value. In a post war world which has discovered that international understanding is the salvation of mankind, radio will come to

play an even greater part.

As yet, international broadcasting for regular home and classroom listening is still in its early development. The trend is evident. With improved facilities and more delayed broadcasts using transcriptions, such programs will become more common.

The American networks, in cooperation with the British Broadcasting Corporation, have already suggested the format of such programs. The Trans-Atlantic Quiz presented by the Blue Network, National Broadcasting Company's Atlantic Spotlight, Mutual's Answering You, Columbia Broadcasting System's Trans-Atlantic Call, and the various commentators who speak daily from abroad are indicative of what may be expected.

Even on a more limited national scale, radio's seven-league boots still have a long way to go. Regional misunderstandings persist. Provincialism is still apparent. In helping to remove these barriers, the wide awake teacher will use radio to travel with her class.

Radio aids in continuous curriculum revision.—No curriculum worthy of the name can remain static while an ever-changing society makes new demands upon its members. Constant and continuous curriculum revision is an accepted ideal in modern education. Its attainment is another matter. The lure of inertia is great and change is not always welcomed.

Committees which have labored conscientiously in revising courses of study find all too often that months after the materials have been prepared and discussed the classroom practices in some schools remain unchanged. Somewhere along the line the distribution and acceptance of the product break down, and great quantities of mimeographed material will not solve the problem. The results of concerted effort by a few upon the improvement of procedures by the many are likely to be disappointing. Ob-

viously, this difficulty is basically a question of the teacher's attitude toward change. However, there is ample evidence that for specific localities several well-spaced radio programs can be effective in distributing the findings of such committees. It has been found that with the use of radio and adequate teacher guides, curricular revision is more than a "scissors and paste" technique. As the teacher and her class utilize the program which introduces a new topic or changes the emphasis of old material, the revision means something to her. In evaluating the programs, she and her colleagues contribute democratically to this reorganization.

Recently when some schools decided to place additional emphasis on the study of Latin America, radio was used to good advantage in several communities, among them Grand Rapids, Michigan and Fort Worth, Texas. The emphasis on "air conditioning" pupils for the air age, encouraged by the United States Office of Education, was promoted in some districts by the use of radio. The safety course of study in Cleveland, Ohio, was introduced by a series of demonstration radio lessons. These are a few examples of radio's function in this regard. Furthermore, it is true generally that every educational radio program contributes to curriculum revision by adding information or by new emphasis.

Radio can improve teaching methods.—Industry's recent and successful use of teaching aids to improve skills while on the job has been followed with great interest by administrators. In a few communities radio has been used in the schools with a similar purpose in mind, namely, the improvement of teaching methods. If this use of radio seems to be emphasized, it is because the writer feels strongly that, (1) radio's function as an aid to the supervisor has not been explored thoroughly,

and (2) as more school-owned radio stations are established and greater attention is given to doing the specialized school job, some modifications of this demonstration approach will become more common.

Those who have felt that radio can demonstrate good teaching, as well as contribute to the other values described earlier, hold this point of view: radio is primarily an agency of distribution. It can enable many to hear the best. For the children it means that inspiration derived from the talented teacher can be shared by many. Given an expert teacher and the time to prepare an excellent lesson, plus the opportunity to reach many classes rather than one, is it not likely that the results of such teaching will be highly productive?

As this process of teaching with the help of the radio takes place, the teacher in the classroom has a unique opportunity to observe the methods of an expert being applied in her own room. Though supervision is, in many instances, a matter of personality adjustment, nevertheless, there are basic suggestions in instructional procedures that can be broadcast to teachers. As a time saver the radio can be of real service, for, as supervisors in any large school system will testify, "just getting around" consumes much valuable time.

One common form of supervision is to sit at the rear of the room and tell the teacher later what is thought of her efforts. Perhaps it is more important to have the expert actually demonstrate just what is wanted. Granted that the radio visit does not represent a typical classroom situation, still there are common problems of supervision that can be approached in this manner. The appalling waste of time on non-essentials in the average classroom is known. A well-organized lesson moving along from step to step and reaching worthwhile goals in less time cannot help

influencing the teaching staff.

The radio can also provide in-service teacher training in other ways. Every well-selected educational program affects the teacher indirectly and so contributes to her growth and teaching proficiency. In a more direct manner radio has been used, for example, by the National Education Association to broadcast educational conferences. Several communities have invited specialists in pedagogy to address teachers by radio after school hours. In Michigan, Dr. Joseph Maddy has for years used radio to demonstrate methods of teaching in the field of music.

Radio's services as a teacher training medium on a large scale have yet to be enlisted, though its contributions have proven effective.

Radio can interpret the school to the community.---Another function which radio can render the schools is its unique ability to interpret school activities to the public. Advertisers know that radio sells merchandise, and certainly it can, and does, publicize institutional services as well. In the past, educators generally have been reluctant to engage in public relations activities. But that point of view is changing. The need for acquainting the citizen with the school product he is receiving for his tax dollar is greater than ever before. The day has passed when teachers can complacently assume that tax levies will be renewed automatically. The burden of federal taxation will remain a heavy one regardless of changes in administration. Public sentiment towards the little red schoolhouse is rapidly vanishing, and John Q. Public wants to be shown what the modern schools are accomplishing and why additional support is necessary. It is the obligation of the school to provide the answers. In this process the radio has shown its worth.

Public relations broadcasting by schools does not imply high-

pressure salesmanship. An effective program serving this end can be in good taste and yet provide good listening. Every school program affects public relations, but a school presentation designed specifically for adult consumption can more likely produce these desired ends.

Numerous school systems and universities have shown how radio can be used in this manner. There is a growing importance of this type of activity. Several good examples are: The Education for Victory series presented by Pawtucket High School over Station WFCI; Michigan State College's presentation over WKAR of Our Children Go to School; the series, Forward March, heard through Station KMA, Shenandoah, Iowa; the Rochester Public School programs, Work for All, broadcast by Station WHEC; Know Your Schools presented in Philadelphia by Station KYW; and the Minneapolis series Schools at War broadcast by Station WCCO.

Other services of radio.---In addition to the contributions noted above, there are several related services which radio can render. It provides the teacher with a chance for closer observation of individual children, their listening habits, their ability to comprehend, and their special interests. As the children react to a stimulus provided by someone other than herself, the teacher has a rare opportunity to analyze such pupil reactions.

There is another aspect of radio to consider. For many centuries teaching was done largely by means of a teacher's voice. With the invention of the printing press greater emphasis was placed upon using the eyes, and wide reading was the gateway to scholarship. Today, sound has once more come into its own through the great influence of radio. Psychologists have noted that not all children learn equally well from the

printed work; to some sound is very helpful.⁴ To these children, as well as to those with poor sight, whose reading habits must be guarded, a school without a radio receiver is indeed an "educational tragedy."

Finally, in this discussion of values, mention should be made of radio's services to the handicapped children who must remain at home. In every community there are shut-in children who because of illness or injury cannot attend school. For them, a radio series that is both interesting and informative is of immense value educationally as well as therapeutically. The Indianapolis series School Ship of the Air, which was planned primarily for such children, was a delightful travelogue and heartily welcomed by the young listeners at home.

The Limitations of Radio

The chief limitations of the radio teaching program were recognized from the outset. The following handicaps which were noted by Charters in 1930 are not yet entirely overcome:

1. Synchronization of time. A standardization of schedules must be worked out so that an appreciable number of schools can receive the same program at the same time.
2. Timeliness. The material offered by radio must relate, at least, to its proper place in the yearly curriculum.
3. Utilization. It is not sufficient for the children to hear a lesson; some use must be made of it.
4. Program form. The lecture method has certain limitations which may be minimized by adapting it to this new medium.⁵

It is true that with the increased use of transcriptions, "repeat" programs, the growth of local educational stations, improved teacher guides, and more radio experience in general, some of the above handicaps have been reduced, but certainly much remains to be done.

⁴ Anne Anastasi, Variations within the Individual, in Differential Psychology. New York: Macmillan, 1937. p. 258.

⁵ Levenson, op. cit., pp. 20-22.

Aside from purely practical considerations, there are other handicaps concerning radio instruction which have been noted.

From the psychological point of view, Cantril and Allport, after noting the advantages of radio, list the following disadvantages:

...it radio cannot count upon the habits of disciplined and attentive listening that the classroom calls forth since it is usually regarded as a medium of entertainment rather than instruction;...

...all visual aids in education are absent, save only the aid of visual imagery;

...spontaneous questions are impossible;

...humor is less appreciated;

...circular phenomena are absent, and the invention of new ideas from class discussion becomes impossible;

...there is less opportunity for the students to analyze and dissect the presentation;

...suggestibility is enhanced though perhaps no more so than in a congregate face-to-face assembly;

...students do not, as inquiry shows, favor radio education as an exclusive substitute for class work.⁶

Again, in recognition of these disadvantages, experimenters in radio education have developed techniques which, although they do not eliminate all objections, have minimized many of them. For example, the use of visual materials with the radio broadcast, the "cooperative" radio lesson, skillful production, and improved script writing have aided greatly in this direction.

In the final analysis the contributions and limitations of teaching with radio are both dependent upon a preliminary evaluation of the possible contribution that can be made by this medium. Undoubtedly it can serve in education. Conclusive evidence to that effect is shown as every day passes.

There is no denying that a healthy skepticism is essential for genuine and enduring advance. Yet within one generation radio broad-

⁶ Ibid., p. 253.

casting has come to have a recognized place in the American home. In the school, also, radio is no longer a novelty, for, as Commissioner Studebaker stated in Washington recently, "Five years ago educational radio was a phrase in search of a definition. Today it is a going concern."

Radio is not a substitute for teachers.--In spite of its many possible values, the use of radio in teaching does not imply that "Nonsense spoken into the microphone will emerge as wisdom from a loud speaker."⁷ As in all phases of human endeavor, the results of teaching with radio are dependent upon preliminary planning and preparation. Values are inherent in no instrument, and the radio is no exception.

The value of the program is dependent to a large degree upon the use the classroom teacher makes of it. It is evident that the medium will never supplant the teacher; the most it can do is to supplement and reinforce her efforts. Even with television and other developments, the classroom procedures of the future will in all probability still consist largely of the teacher's personal approach.

Dean Uhl's observations are to the point when he states:

.....certainly the fear about the displacement of books and even of teachers by radio programs is groundless. That fear has promoted the opposition to innovations is one of the accepted facts of the history of education. Skillful and intelligent use of the radio in a classroom has already indicated the broadened rather than the restricted place that superior teachers can occupy when that modern innovation is properly used.⁸

Statement of the Problem

The purpose of this study was to encourage more teachers to use radio in their classrooms and through this media provide additional

⁷ Ibid., p. 20.

⁸ Ibid., p. 2.

materials to the grades that are interested in the history of North Carolina.

The study had four aspects: first, the review of the uses of radio in public schools; second, the development of criteria for use in preparing scripts for school broadcasts; third, the preparation of four scripts; and fourth, the validation of the scripts through use.

Scope of the Study

The study was limited, first, to the adaptations of North Carolina stories for in-school broadcasts, confined to the upper elementary grades.

A second limitation was the selection of stories which would satisfy the interests of the children of the particular age group.

A third delimiting factor was that the North Carolina stories, adapted for use in school broadcasts, be used to supplement the social studies curriculum for the upper elementary grades.

Method

To avoid duplicating previous work and to secure help for the problem at hand, a careful survey of sources was made to eliminate the possibility of duplicating previous work done in this field, and to find related material.

A careful survey was made of literature from the different broadcasting companies in the United States; literature by outstanding educators who have experimented with and believe in educational broadcasts for both children and adults; and literature dealing with the types of programs that appeal to the interests of children and meet their needs.

Criteria to be used in the evaluation of broadcasts were submitted to a committee of experts in the field of radio education to give the selections greater validity. The criteria were applied to North Carolina Stories for the Upper Elementary Grades. The stories were validated through in-school broadcasts.

Related Studies

Through a survey of the literature, a number of useful related studies were found.

Ira Bivens, in his master's thesis, A Course in Radio for Senior High Schools,⁹ offers units for a complete course in radio and presents standards of achievement in and methods of evaluating these units.

In 1937 Boyd E. Baldwin¹⁰ made a study of the use of radio in grades 1 - 12, inclusive. He found that the radio increases interest by adding a variety of supplementary information; that the subjects taught by radio rank in the following order as to effectiveness: current events, geography, literature, sciences, mathematics and foreign languages. He recommends that federal and state authorities participate in the direction of radio in order to insure adequate and educationally sound radio curricula for all classrooms.

Emma L. Burton, in her thesis, Radio as a Factor in Education,¹¹ considers the importance of radio as an industry, as an influence on the

9 Ira Bivens, A Course in Radio for Senior High Schools. Master's Thesis, Iowa State College, 1939. p. 65.

10 Boyd E. Baldwin, An Evaluation of the Radio as a Classroom Device. Master's Thesis, _____, Washington, 1937. p. 208.

11 Emma L. Burton, Radio as a Factor in Education. Master's Thesis, University of Arizona, 1940. p. 157.

public, and to schools and education. She attempts to determine whether the radio programs available for educational purposes are on school broadcasts or on the regular commercial station schedule. She analyzes the habits and preferences of elementary school, high school, and college students, and of non-connected adults as radio listeners, and also suggests ways that radio may be used in schools to the best advantage; types of equipment for school use; preparation of script for school broadcasts; presentation of school broadcasts; and methods of use of radio in the classroom.

Robert N. Goudy, in a study, A Program for Developing a Critical Selection of Radio Broadcasts in the Children of the Intermediate Grades of the Jefferson Elementary School, Parkersburg, West Virginia,¹² gives a survey of the types of broadcasts preferred by children, and outlines a program for developing an appreciative selection of programs. He concludes that the better radio programs were designed for adult audiences, and that those designed for children were generally of poor quality.

In 1931 Cline Morgan Koon made a study of the Growth of Educational Broadcasting for Classroom Use¹³ in which he traces historically the growth of the classroom use of the radio in the United States, Great Britain and Germany. He presents the problems involved, and sets forth what appears to be the best current practice. His findings are as

¹² Robert N. Goudy, A Program for Developing a Critical Selection of Radio Broadcasts in the Children of the Intermediate Grades of the Jefferson Elementary School, Parkersburg, West Virginia. Master's Thesis, Ohio University, 1940. p. 57.

¹³ Cline Morgan Koon, Growth of Educational Broadcasting for Classroom Use. Doctor's Dissertation, Ohio State University, 1931. p. 763.

follows: The radio is already an important social factor. It has many potential classroom uses, but extensive research will be necessary before its true educational value can be determined. Lack of funds adequate to finance educational broadcasting is the principle handicap to the development of the educational broadcasting movement.

Florence A. Peak¹⁴ investigated the radio listening practices and interests of 108 pupils of the college training school, grades 3 - 7, inclusive, with special consideration for the influence of age, sex, and intelligence. Her findings are presented in her thesis, Radio Listening Activities of Training School Children 7 - 15 Years of Age.

In her study Use of Radio, in Education, with Particular Reference to Its Use in the Lincoln Junior High School,¹⁵ Edna Theresa Conrad analyzes replies to questionnaires circulated among the students of the high school during the winter of 1938-1939 and concludes that education is aided by radio.

In the Use of WOI Guidance Programs in Iowa High Schools,¹⁶ Roy Ernest Denger presents his study of the outcomes of the guidance

¹⁴ Florence A. Peak, Radio Listening Activities of Training School Children 7 - 15 Years of Age. Master's Thesis, Kansas State Teacher's College, 1940. p. 75.

¹⁵ Edna Theresa Conrad, The Use of Radio, in Education, with Particular Reference to Its Use in the Lincoln Junior High School. Master's Thesis, College of the Pacific, 1940. p. 92.

¹⁶ Roy Ernest Denger, Use of WOI Guidance Programs in Iowa High Schools. Master's Thesis, Iowa State College, 1939. p. 93.

CHAPTER II

IN-SCHOOL USE OF RADIO

In approaching the problem of a well-balanced pattern of educational and public service programs the following is an analysis of types of programs, both actual and ideal.

In general there are three types of program useful to students:

(1) The Direct Classroom Listening Lesson: a program prepared especially for the school; (2) The Assigned Listening Program: a program occurring outside the school hours, for supplementary listening and reporting each week; (3) News and Special Events Programs: "on-the-spot" broadcasts of local, national or world importance--listening to history as it is being made.

The Direct Classroom Listening Lesson

Broadcasting companies are faced with two major problems in preparing and presenting the classroom-listening lesson program. The first problem is the existence of various time zones throughout the country; the second, the existence of forty-eight separate systems of education, with many states having more than one system within their own borders. The problem of fitting the classroom-listening type of program into the school curriculum is a difficult one for the teacher who has selected a given program series as appropriate for her class. She must make the necessary adjustment in the school schedule so that the broadcast time can be free as a classroom-listening period. This re-scheduling is

relatively easy for the teacher who teaches all the main subjects and has the same pupils under her guidance during the greater part of the day.

The teacher who teaches but one subject, and whose students are changed from hour to hour, as in the case of junior and senior high schools, must select programs which are being broadcast during the exact hour her class meets. Furthermore, teachers using radio face the problem of arranging time for the pre-broadcast discussion, making assignments to fit in with the radio programs, and arranging for the use of maps, tables and post-broadcast reprints. No single solution has yet been found which will solve these problems throughout the country for all teachers interested in radio.

Many teachers have the idea that they cannot use radio programs in schools because the program on any day does not deal with the subject matter being studied at the moment. The teacher, however, should weigh the importance of radio's function as an integrating medium between the almost infinite number of school subjects so seemingly isolated from one another. The idea of relationship in education can be stressed. Any school program of educational worth lends itself to a close relationship with many subjects being studied by the class.

Broadcasting companies offer educational programs of the listening lesson type. They realize, however, that due to the difference in time and the problems of arranging the school schedules to fit the broadcast hours, many schools cannot utilize these programs, and as a result have prepared for those who can listen during school hours, listeners' aids, students' worksheets, teachers' manuals, and broadcast reprints which will aid the teacher in conducting her class.

Preparation for using these programs may involve several activities on the part of the teacher. In the first place, she must prepare herself. She must acquaint herself with the nature of the broadcast and familiarize herself as much as possible, with the form and content of the program. She should know what resources in the way of books, visual aids and other supplementary material are available.

The teacher may readily determine how the topic and the subject matter which is to appear on the broadcast is related to other subjects being studied at the same time. She may call attention in advance to the value of listening critically to the diction of the narrator and the actors, the style of the narrator, his use of words to paint his picture, and the form of dramatization used in episodes. She may, in advance, encourage children to listen to the sound effects and to determine whether they are realistic and whether they help or hinder the movement of the program. She may discuss in advance the importance of the topic of that particular program in American life. She may draw attention to the structure or form of the program as a preliminary to the students creating their own programs.

Following up the broadcast the teacher may have a general classroom discussion with her pupils and may suggest a list of readings in case she should desire the students to study the subject further.

Dr. Rollo G. Reynolds, Principal of Horace Mann School, Teacher College, Columbia University, has introduced an interesting plan of pupil participation in the radio reception in the classroom. This plan recommends that the class appoint and organize its own radio committee. First, a Radio Program, and a Bulletin Board Committee are appointed. The Radio

Committee scans the various radio programs, and lists them on the school bulletin board at least a week in advance. The Bulletin Board Committee receives the advance posting for class use.

Second, Radio Program Secretaries are elected to take notes during a program in which the class is not required to take individual notes. It is interesting to note at this point that experiments tend to show that pupils who take notes during broadcasts do not assimilate and retain as much content as those who devote their whole time to listening. This is particularly true of elementary school children, where the lack of skill in writing and spelling make note-taking a slow process.

Next a Radio Librarian is appointed to find in the library or in homes books bearing on the subject of the broadcast.

A Master of the Machine is appointed to keep the receiver in good operating condition.

Finally, a Performance Committee is appointed to set up the room and present rules and regulations to be observed by the class during a listening period.

No factor is more vital in determining the effect of a broadcast on children than the attitude of the teacher. The teacher who actually looks forward to hearing the program and pays full attention to the broadcast while it is on the air, will get far more satisfying results from all types of program.

Another problem which presents itself is how to determine the audience age level of a public service program. It is well to emphasize that the chronological age, or the grade age, is not as important to consider as the mental age of the pupil. Much depends upon the pre-school

environment and present home conditions of the individual student. Each teacher must determine for herself the amount of preparation which the children should have when using programs in the classroom.

The Assigned Listening Program

The assigned-listening program (out-of-school-listening) is more easily handled by both audience and broadcasters than is the classroom-listening lesson type. This is because listening to the radio has become a very important force in the leisure time activities of the child and an integral part of his life.

Out-of-school listening falls into two categories: First, leisure time listening for pure enjoyment; second, listening for reference material to supplement school work. Some of the outstanding examples of the public service programs which may be utilized for assigned listening purposes are: Adventure in Reading, American Education Forum, American Pilgrimage, America's Town Meeting of the Air, Cavalcade of America, Daily Associated Press News, Doctors at Work, Great Plays, It Looks From Here, Man and the World, Meet Mr. Weeks, Metropolitan Opera Broadcasts, Music and American Youth, Musical Americana, National Radio Forum, N. B. C. Symphony Orchestra, On Your Job, Story Behind the Headlines, and the University of Chicago Round Table.

The use of radio listening as an assigned preparation for class work presents numerous problems to the teacher. Questions like these must be answered: Is it possible for all pupils in the class to use a radio outside of school? Is it possible, if such radio's are available, for the pupil to use that radio for the specific program assigned? When assigning outside lessons, teachers have often, in checking on the above problems,

requested certain pupils in the class whose radios are available for listening to invite other pupils to their homes for the broadcast. Assuming that the program is available to all pupils, and that the material to be broadcast is closely correlated to the school work, how is the teacher to prepare for and follow up the broadcast?

Broadcasting companies issue pre-broadcast information folders on these programs, as well as on programs used for actual school participation. For many of the broadcasts, study manuals may be obtained at the beginning of the series and can be used throughout the year to prepare the student for the content of the program. The teacher can use such manuals for classroom discussions before assigning a listening period at home. Following the broadcasts, classroom discussions on what the pupils have gained from the broadcasts may be held, criticisms of the presentation made, and supplementary readings assigned.

Student listening groups may be found in many cities, towns and communities.

Youth Forum programs lend themselves particularly well to classroom work. Although actual participation on the program is limited to pupils residing near the radio studios, it is possible for the teacher in any school throughout the country to utilize such programs.

Through the use of the pre-broadcast information brochures, teachers can prepare their students each week for listening to the program. Should housing be the subject to be discussed, the teachers may prepare the students on the problem of housing in their community. Classroom discussions on housing during the week prepare students for a more intelligent and comprehensive appreciation of the program. Students can then listen to the

actual broadcast in their homes, or in groups and clubs, and the following week can discuss their reaction to the program.

Outside listening assignments may also be made on America's Town Meeting of the Air. Many high schools and colleges throughout the country have formed listening groups to hear the actual discussions in Town Hall, New York, and discussions of these programs are held in subsequent meetings in the various schools. Post-broadcast reprints, issued by the National Broadcasting Company, give exact transcriptions of the speeches, questions and answers, and are often used during these classroom discussions.

It is important to remember, however, that interests of students differ. The teacher might, in many cases, designate individuals to volunteer to report on certain programs that they have heard at home, and then discuss them before the class. Other techniques are:

1. The use of a committee in a class to watch for and suggest interesting programs.
2. The formation of a radio club to study and report all programs, do selective listening, discuss problems of radio production, select and try to find answers to questions about radio personalities and problems, or study the mechanics of radio broadcasting and receiving.

How To Use News and Special Events Programs

News and special events programs are difficult for teachers to assign. Broadcasts of a flood, a disaster, the signing of a Munich pact, or the burning of the Hindenburg, cannot, of course, be listed in advance. Events of national interests, however, such as the visit of the King and Queen of England to Canada and the United States, and short-wave broadcasts

of the war in Europe, are listed in all local newspapers carrying radio news. The teacher can, either through the use of specially assigned classroom committees, or her own perusal of the newspapers, pick out the outstanding broadcasts listed in this field and suggest that students listen in. This also can be done for programs that are based on outstanding political events such as the inauguration of the President of the United States, the opening meeting of Congress, or a special message by the President.

Radio Equipment for School Use

It is an accepted fact that radio will wholly serve education when there is a receiving set in every classroom. This may be impossible and impractical in many schools, particularly in the rural schools which lack finances for such installations.

For the smaller schools, it is feasible to purchase either small cabinet sets which can be moved easily from room to room, or portable radios which are inexpensive and can be used either by battery or electrical attachments. These portable sets are particularly applicable to rural schools.

Many schools are using a combination radio-phonograph machine which has the additional advantage of a central turntable to play transcriptions of programs or recordings in the classrooms. Some schools have purchased a central receiving set which serves an entire building. The main receiving and broadcasting unit is located in the Administrative office with a receiving outlet in every room. Radio programs, phonograph records, or announcements originating within the school may be broadcast over this system reaching any or all classrooms.

When equipment is available for making records, many schools are conducting actual radio courses in which the pupils themselves write, cast, produce, act, and announce their own programs in the school. Such participation will greatly increase the interest of the students in using radio and will enable them to become more selective when tuning in at home.

The Teacher's Role in Program Planning

The teacher can play an important part in the planning of public service programs. Broadcasting companies offer public service programs as an aid to the teacher which serve as a supplement to the teacher and the textbook. They do not attempt to supplant the teacher or the textbook. The companies are continually seeking advice, criticism, and suggestion from teachers in every school, and attempt to keep the teacher informed of their pattern of public service programs by the use of monthly bulletins, pre-broadcast information folders, reprints of broadcasts, guides, teachers' and students' manuals and workbooks. They welcome letters from teachers and students stating their reactions to programs being broadcast for them.

The public service objectives of the broadcasting companies can be realized only through the cooperation of the teachers, principals, supervisors and students in helping to select programs that will be of aid, interest and guidance to students throughout the country.

CHAPTER III

CRITERIA FOR SCHOOL BROADCASTS

There are many specific criteria which can be applied to different types of broadcasts; e.g., to music programs, to dramatic presentations, and to round-table discussions. There are, however, seven standards which cut across both subject-matter boundaries and the various types of presentation. All school broadcasts can be appraised by these criteria,¹ and, generally speaking, any school broadcast which meets these seven standards is a good broadcast for classroom consumption.

1. A school broadcast should be consistent with the principles and ideals of American democracy.

This seems almost a platitude, yet there are school broadcasts. . .and other media of education, too. . .which violate this standard. There have been school broadcasts insinuating that Negroes are inferior to whites or implying that women are less intelligent than men, and that cooperative action through labor unions or governmental agencies is non-existent. School broadcasts in the social studies should not only deny, but positively affirm the principles of American democracy. It is no tribute to one social-studies series produced in 1940-1941 that, insofar as its social point of view was concerned, the broadcasts could have been produced in Nazi Germany just as legitimately as in the United States.

1 Norman Woelfel and I. Keith Tyler, Radio and the School. New York: World Book, 1945. pp. 153-157.

2. A school broadcast should be consistent with the curricular purposes of the school and of the classroom.

School broadcasts in general and network broadcasts in particular cannot fit neatly into a unit of a course of study. They are basically supplementary to the organized course of study and to the regular work of a class. However, even though school broadcasts should not be expected to fit precisely into a curricular blueprint, they should fit into the broad curricular purposes of the classroom. Teachers often hesitate to use programs unless they coincide with the outline of a particular course when, imaginatively interpreted, those broadcasts would be valuable curricular experiences; e.g., folk-music broadcasts in an American history class, or story broadcasts in a reading class. Nevertheless, the principle is sound: Teachers should use a school broadcast only when that listening experience will further pupil's programs toward the educational goals of the school and of the class.

3. A school broadcast should be accurate and authentic in its presentation of information, issues, and personalities.

This standard, almost a truism, is too often violated in school broadcasts. Occasionally there are factual mistakes in programs, but usually such errors are insignificant when viewed alongside the authenticity of reality of the major concepts in a broadcast. More frequently it is the authenticity of a generalization, or of a characterization, which should be checked. For example, in one school broadcast dealing with trailers, a family of four was pictured as living happily and successfully in a six by eighteen foot trailer, while the father, in Horatio Alger fashion, used the trailer as a traveling

department store. Nowhere in this broadcast was there any mention of the physical and psychological problems of four people living in one room.

In another broadcast there was a presentation of three alternative solutions to the problems of the American farmer, but in none of these alternatives were the functions of democratic government recognized.

Teachers should insist that all school broadcasts, especially social-studies broadcasts, be accurate and authentic.

4. A school broadcast should make use of those resources and techniques which are peculiar to radio.

There are various characteristics that are unique in radio, which make it possible for school broadcasts to give students in the classroom educational experiences they otherwise might not have. Comments and interpretations by authorities, performances by excellent orchestras or dramatic casts, spot broadcasts from the scene of events, interviews with famous persons and personalities, re-creations of historical events and characters--all these are examples of the unique possibilities of radio. On the other hand, such techniques as lengthy explanations, recitations of statistics, or descriptions of complex operations seem particularly inappropriate in radio programs heard in the classroom. A school broadcast should contribute educational experiences which the teacher could not or would not provide within the classroom.

5. A school broadcast should contain content appropriate to the maturity level of listening students.

This, too, seems a platitude, yet both teachers and broadcasters are guilty of violation of this standard. There were, for

example, some teachers in 1941 who had first and second grade children listen to a high school series dealing with complex social problems, seemingly for no other purpose than that of escaping from classroom routine. Certainly six and seven year old children gained nothing from such listening experience.

On the other hand, to the broadcasters' discredit, there were programs almost uncompletely unrelated to the maturity of listeners. For example, in a series specifically labeled for students in grades four through nine, there was a program which dealt with romantic love. This type of program, of course, ignored the well-known aversion of boys and girls of this age to "love and stuff."

Teachers should choose broadcasts the content of which is within the intellectual and emotional maturity of their students.

6. A school broadcast should be clear and comprehensible to listening students.

Correlative to the preceding standard is the one that listeners should be able without difficulty to hear and understand the broadcast production. A primary requisite is clear, noise-free reception. The broadcast should be loud enough to be heard by listeners farthest from the radio, and the reception should not be marred by inaccurate tuning, by careless use of the tone control, or by excessive static. If the pupils cannot hear the program, the radio should be turned off.

Listeners should be able not only to hear clearly the broadcast, but to follow the structure of the script, to understand the dialogue, and to comprehend the educational materials. Broadcasts containing many scenes and characters are usually difficult to follow. Broadcasts making

liberal use of dialect, loud sound effects, voice fading, or such gadgets as echo chambers and filter mikes are usually difficult for classroom listeners to understand.

It is to be expected that broadcasts should make use of vocabulary--words, phrases and ideas--which will be well within the understanding of classroom listeners in those grades for which the series is intended.

7. A school broadcast should be interesting and enjoyable to listening students.

Too many so-called educational radio programs are dull and uninteresting. School listeners in a school room naturally must listen at times to broadcasts which bore them individually, as they cannot voluntarily turn the dial to another station. School broadcasts which are dull and boring merely emphasize the idea that "school" broadcasts are inferior to "out-of-school" broadcasts. It is obvious that the audience appeal of a school broadcast must be judged in terms of the maturity level of the listening group. In general, however, the interest and appeal of school broadcasts depend upon such factors as capturing the listeners' attention immediately, relating information and episodes to the actual or easily imagined experiences of boys and girls, making use of humorous dialogue and situations, dramatizing the programs, and making the broadcast situations dramatic with convincing characters, lifelike dialogue, intense conflict, climatic suspense, and satisfying resolution. School broadcasts should be so interesting to students that no disciplinary supervision by the teacher is necessary.

CHAPTER IV

RADIO SCRIPTS FOR NORTH CAROLINA STORIES

Introduction

Before these scripts were written the books were read by the author of this thesis and permission was granted by the publishers for their adaptations to radio programs for in-school listening.

Members¹ of the Community Radio Council of Winston-Salem, North Carolina, who are experts in the field of Children's Radio Programming, and Script writing, and whose work is done over Station WSJS, Winston-Salem Journal Sentinal Radio Station, gave time, advice, and criticisms of the scripts for the North Carolina stories used in this thesis.

The final proof-reading and approval was done by Mr. R. B. St. Lawrence. The scripts as they appear here are ready to be broadcast.

1 Members of the Community Radio Council of Winston-Salem, North Carolina:

Mr. R. B. St. Lawrence, Night Supervisor of Radio Station WSJS. "I have been in radio for the past six years. My experience covers a varied category. My duties include news writing and editing, copy writing, announcing, production of radio programs, drama, music, and selling. I am a staff writer for the Winston-Salem Community Radio Council, and have produced children's programs for the past three years."

Mrs. Ada Redd Browning. "Radio commentator, radio experience for past twelve years, doing women's and special programs, writing and producing my own show, currently I'm being sponsored by Morris Early and Company, Inc. (furniture and home furnishings in Winston-Salem), sponsorship of current program Spotlight on Home for eight years and a member of the Association of Women Broadcasters of the National Association of Broadcasters."

Mrs. Julia Montgomery Street. Experience in radio for a number of years, producer of radio programs, author of magazine articles, author and illustrator of children's stories, and author of poetry.

Mrs. David Cayer. Chairman, Children's Programming Committee, Community Radio Council of Winston-Salem, North Carolina.



CORRELATION SHEET

NORTH CAROLINA STORIES FOR THE UPPER ELEMENTARY GRADES

DANIEL BOONE: GROWING UP ON THE YADKIN

RADIO SCRIPT PREPARED BY ALICE THORNHILL LAND

FOREST PARK SCHOOL

WINSTON-SALEM, NORTH CAROLINA

1949

CAST OF CHARACTERS

NARRATOR
SQUIRE DANIEL'S FATHER
DANIEL BOONE
SARAH DANIEL'S MOTHER
REBECCA DANIEL'S WIFE
JOHN FINLEY . . DANIEL'S WAR COMPANION
MOMMA REBECCA'S MOTHER

SOUND

BELL RINGING
CHILDREN YELLING
RAP OF STICK ON DESK
DISHES RATTLING
HORSES HOOVES
HORSES SNORTING
RIFLE FIRE

MUSIC

THE OLD NORTH STATE
MUSICAL BRIDGES

NORTH CAROLINA STORIES FOR THE UPPER GRADES

Story: Daniel Boone, Growing up on the Yadkin

Book:	Daniel Boone	Illustrator:	Jack Merryweather
Author:	Edna McQuire	Publisher:	Wheeler Publishing Co.
Editor:	Frank Lee Beals		

Introduction

These correlation sheets are sent out several weeks in advance of the broadcasts so that the books may be collected, displayed, read, and preparations made for the in-school listening period.

Pre-Broadcast Discussion

The story of the growth of America is told in the deeds of men and women moving westward in search of new land, new homes, and greater opportunities. The sturdy pioneers settled frontiers and bravely defended them. They endured hardships and dangers to make these regions a part of the United States. Daniel Boone was one of these freedom-loving, home making pioneers. Again and again he pushed out to a new frontier. He fought boldly in defense of his home. He faced with high courage the hardships of the frontier. The story is written so that boys and girls may know Daniel Boone and understand the deeds of thousands of other pioneers like him. Their courage and daring made America a land of freedom and opportunity.

Dictionary Study

Directions: You will hear the following words which will require the use of the dictionary:

Kentucky	salt lick	justice of peace
Pennsylvania	herd	surveyor
pillion	paradise	venison
peddler	door yard	Yadkin River

Geography Study

Directions: Use an atlas or geography and find on the map the following places:

State of Pennsylvania	Yadkin River
State of Virginia	Ohio River
State of North Carolina	State of Kentucky

Music

Directions: Listen for:

- Old North State--North Carolina state song
- Square dance music
- Different figures called for the dancers

Post-Broadcast Discussions

- Why did Squire Boone want to move from Pennsylvania?
- What duties did Daniel perform on the trip?
- Where did the Boone family settle?
- What dangers did the Boones face in their new home?
- What work did Daniel Boone do for Braddock's army?
- What exciting tale did John Finley tell Daniel Boone?
- Whom did Daniel marry?
- Describe Daniel and his bride on their wedding day.

Activities

Handicraft

Things to make:

Draw a picture that would illustrate the story.	Make a frieze
Covered wagon	Old fashioned gun
Wooden dishes	Powder horn

Books and Reading

Correlated books in school and public libraries:

The American Adventure Series follows:

Kit Carson	Daniel Boone
Davy Crockett	The Rush for Gold
Buffalo Bill	Chief Black Hawk

Fur Trappers of the Old West

Published by Wheeler Publishing Company, Chicago, Illinois, c1945

Others:

Stevenson. Daniel Boone. Bobbs.

The boyhood of this great wilderness scout who was so prominent in our early days. Grades 4-5.

Coatsworth. The Golden Horseshoe. Macmillan.

A story of the white man and Indians in colonial Virginia. Grades 5-6.

Meador. Black Buccaneer. Lippincott.

A story of bold adventure with pirates off the American coast in the early days of the eighteenth century. Grades 6-7.

Sperry. Storm Canvas. Winston.

The adventures of an American boy in the War of 1812 on board the U. S. frigate Thunderbolt. Grades 6-7.

Berry. Harvest on the Hudson. Macmillan.

A colorful authentic picture of 17th century life among the early Dutch settlers in the Hudson Valley section of our country. Grades 5-6.

Special Activities

Things to do:

Plan a trip to Wachovia Museum in Salem.

Learn and locate different tribes of Indians found in North Carolina.

Learn to sing Old North State, our North Carolina state song.

Draw a map of North Carolina showing Daniel Boone's journey across the state.

Conclusion

Daniel Boone was a man of courage and honor. He did his duty at all times. He faced danger calmly. He never gave up because of hardships. While he was strong and able he pushed out to new frontiers.

When he had grown old, he dreamed of frontiers that other Americans might reach. A master of the wilderness, he was a true American pioneer. Daniel Boone died September 26, 1820. He was buried on a high cliff above the beautiful Kentucky River in Frankfort, Kentucky. Rebecca rests beside him.

Alice Thornhill Land
Forest Park School
Winston-Salem, N. C.

DANIEL BOONE

CAST

NARRATOR
SQUIRE DANIEL'S FATHER
DANIEL BOONE
SARAH DANIEL'S MOTHER
REBECCA DANIEL'S WIFE
JOHN FINLEY . . DANIEL'S WAR
 COMPANION
MOMMA REBECCA'S MOTHER

SOUND

BELL RINGING
CHILDREN YELLING
RAP OF STICK ON DESK
DISHES RATTLING
HORSES HOOVES
HORSES SNORTING
RIFLE FIRE

MUSIC

THE OLD NORTH STATE
MUSICAL BRIDGES

Alice Thornhill Land
Forest Park School
Winston-Salem, N. C.

DANIEL BOONE

THEME: "THE OLD NORTH STATE" UP FULL ONE CHORUS. THEN
FADE.

ANNOUNCER: TODAY THE COMMUNITY RADIO COUNCIL BRINGS YOU
THE FIRST STORY IN A NEW SERIES OF IN-SCHOOL
BROADCASTS FOR THE FIFTH, SIXTH AND SEVENTH
GRADES. THE JOURNAL SENTINEL STATION IS PLEASED
TO PROVIDE FREE TIME FOR THESE TRUE STORIES OF
BOYS AND GIRLS WHO HAD A PART IN THE EARLY
HISTORY OF NORTH CAROLINA; AND WHOSE STORIES
HAVE BEEN PUT INTO BOOKS FOR THE PLEASURE OF
OTHERS OF THEIR AGE. EACH WEEK WE WILL SHOW
YOU THAT HISTORY IS MADE BY BOYS AND GIRLS LIKE
YOURSELF, AS WELL AS BY STATESMEN AND GENERALS.

OUR STORY TODAY IS THAT OF DANIEL BOONE, A GREAT
HUNTER, SCOUT AND PIONEER. "DANIEL BOONE" WAS
WRITTEN BY EDNA MCGUIRE AND ADAPTED FOR RADIO
BY ALICE LAND.

SOUND: "THE OLD NORTH STATE" UP FULL TO OUT.

NARRATOR: THE STORY OF THE GROWTH OF AMERICA IS TOLD IN
THE DEEDS OF MEN AND WOMEN MOVING WESTWARD IN
SEARCH OF NEW LAND, NEW HOMES, AND GREATER

NARRATOR:
CON'T

OPPORTUNITIES. THE STURDY PIONEERS SETTLED FRONTIERS AND BRAVELY DEFENDED THEM. THEY ENDURED DANGERS AND HARDSHIPS TO MAKE THESE REGIONS PART OF THE UNITED STATES. DANIEL BOONE WAS ONE OF THESE FREEDOM-LOVING, HOME-SEEKING PIONEERS. AGAIN AND AGAIN HE PUSHED OUT TO A NEW FRONTIER. BUT AS WE MEET DANIEL BOONE IN OUR STORY TODAY, HE IS JUST STARTING ON HIS ADVENTUROUS LIFE.

SOUND: MUSIC UP AND OUT (NEUTRAL).

SQUIRE: WELL, DAN'L, YOU'VE HAD A LOOK AT THE BIG CITY AND YOU'VE JUST RETURNED FROM YOUR FIRST HUNT ALONE. DO YOU THINK YOU'D LIKE TO GO TO THE CITY TO LIVE?

DANIEL: (QUICK) I DON'T WANT TO BE SHUT UP IN A CITY. NO SIR.....I'M GOING TO LIVE ALL MY LIFE ON THE FRONTIER. THERE'S SOMETHING ABOUT THE BIG WOODS AND THE SMELL OF THE COUNTRY I LIKE.

SQUIRE: THERE'S SOMETHING ABOUT THE BIG WOODS AND THE SMELL OF THE COUNTRY I LIKE....(CHUCKLE) I SAID THOSE VERY SAME WORDS, SON. THERE'S JUST SOMETHING ABOUT THE BIG WOODS AND THE NEW COUNTRY THAT CALL A MAN.....AND I'M GLAD YOU FEEL IT, TOO.

SOUND: MUSIC UP AND OUT.

NARRATOR: A FEW EVENINGS LATER WE FIND THE BOONE FAMILY GETTING READY FOR SUPPER. THE PLACES ARE ALL

NARRATOR: SET.....SARAH, THAT'S THE SQUIRE'S WIFE, SHE'S
CON'T
CALLING THE FOLKS TO SUPPER.....

SOUND: BELL RINGING (HOLD IN BACKGROUND).

NARRATOR: AND HERE COME THE CHILDREN SCAMPERING TO THE
TABLE.....

SOUND: CHILDREN YELLING.

NARRATOR: OH, OH.....SARAH GOT OUT THE HICKORY STICK.....

SOUND: SILENCE!

NARRATOR: (PAUSE) AND NOW THE SQUIRE IS GETTING READY TO
SAY GRACE.

SQUIRE: THANK YOU LORD, FOR THIS MEAL, FOR THE ROOF OVER
OUR HEADS, THE WONDERFUL FAMILY AND MY GOOD
WIFE. AMEN.

SOUND: CHILDREN YELLING "PASS THE BREAD, POTATOES,
BEANS," FOLLOWED BY A RAP ON THE TABLE WITH
THE HICKORY STICK, THEN SILENCE.

SARAH: NOW.....ALL OF YOU WAIT YOUR TURN AND LET'S EAT
LIKE SENSIBLE HUMAN PEOPLE.

SOUND: DISH RATTLING.

SQUIRE: I TALKED TO A MAN TODAY WHO WANTS TO SETTLE IN
THESE PARTS. (CLEAR THROAT) HE OFFERED ME A
GOOD PRICE FOR THIS PLACE.

SARAH: (SURPRISED) BUT SURELY THOU ART NOT PLANNING
TO SELL.

SQUIRE: (CLEAR THROAT) I...I...MAY SELL, SARAH.

SARAH: BUT WHY!

- SQUIRE: WELL, FOR SOME TIME I HAVE BEEN FEELING THAT WE MIGHT DO BETTER WHERE THERE IS NEWER LAND. TRAVELERS TELL GREAT STORIES ABOUT THE VALLEYS DOWN IN VIRGINIA AND THE CAROLINAS. THEY ARE RICH AND WELL-FILLED WITH GAME. I HAVE A LONGING TO SEE THEM.
- SARAH: OUR HOME HERE IS COMFORTABLE, SQUIRE. OUR FAMILIES AND FRIENDS ARE SETTLED NEAR US. WE HAVE A GOOD LIFE HERE.
- SQUIRE: YES, OUR LIFE HERE HAS BEEN GOOD. BUT IT MAY BE BETTER IN ANOTHER PLACE. GAME IS NOT PLENTIFUL HERE AS IT USED TO BE. THEN TOO, IT'S HARDER TO GET LAND NOW. THERE OUGHT TO BE LAND FOR EACH OF THE BOYS.
- SARAH: (SIGH) THOU MUST DO WHAT THOU THINKEST BEST, SQUIRE.
- DANIEL: GEE WHILLIKENS, PAPPY! WHEN DO WE START!
- SOUND: MUSIC UP AND UNDER (COMICAL TO NEUTRAL).
- NARRATOR: THE START WAS SOON. SQUIRE BOONE SOLD THE FARM AND THE FAMILY PREPARED FOR THE LONG JOURNEY TO A NEW FRONTIER. NEEDLESS TO SAY THE CHILDREN GOT A GREAT THRILL OUT OF THE PREPARATIONS..... THE GIRLS HELPED MOTHER WITH THE PACKING, THE BOYS HELPED THE SQUIRE WITH THE LOADING OF MATERIALS NEEDED FOR SUCH A LONG TRIP. THEN ON A MAY DAY IN 1750 SQUIRE BOONE SET OFF WITH HIS FAMILY. SARAH BOONE, THE GIRLS AND THE THREE

NARRATOR:
CON'T

YOUNGER BOYS RODE IN A COVERED WAGON WHICH CARRIED THE HOUSEHOLD GOODS. SQUIRE AND THE OLDER BOYS RODE ON HORSEBACK, DRIVING THE CATTLE. DANIEL SCOUTED THE COUNTRY ON HIS HORSE, KILLING GAME AND WATCHING FOR INDIANS. HE SUCCEEDED SO WELL AT BOTH JOBS THAT THE BOONES ENJOYED FRESH MEAT ALMOST EVERY DAY AND WERE NOT TROUBLED BY INDIANS.

AS THE BOONES MADE THEIR WAY SLOWLY SOUTH AND WEST THEY STOPPED FROM TIME TO TIME TO VISIT THEIR FRIENDS. EACH TIME THEY STOPPED SQUIRE INQUIRED ABOUT THE NEW REGION. IN SOME PLACES HE STAYED FOR A FEW WEEKS OR MONTHS TO SEE HOW HE LIKED THE COUNTRY. BUT ALWAYS LONGING TO SEE WHAT LAY BEYOND SET HIM MOVING AGAIN.

ABOUT A YEAR AND A HALF AFTER THE BOONES HAD LEFT PENNSYLVANIA THEY ARRIVED IN NORTH CAROLINA. HERE, IN THE VALLEY OF THE YADKIN, THE SQUIRE ONCE AGAIN STOPPED TO STUDY THE COUNTRY. RETURNING TO THEIR CAMP ONE DAY, AFTER HE HAD RIDDEN OVER A GREAT STRETCH OF THE SURROUNDING COUNTRY, SQUIRE SAID TO HIS WIFE.....

SOUND: MUSIC OUT.

SQUIRE: SARAH, THIS IS THE LAND WE HAVE BEEN SEEKING.

SARAH: WELL, JUDGING FROM THE LOOKS OF THE COVERED WAGON AND THE FEEL OF MY BONES, I HOPE SO, SQUIRE.

SQUIRE: IT'S GOOD COUNTRY. THERE IS PLENTY OF GAME. THE WOODS ARE FULL OF DEER, BEAR AND SMALLER ANIMALS. THE LAND WILL GROW GOOD CROPS.

SARAH: IT'S A GOOD DISTANCE FROM THE MARKET.

SQUIRE: THERE'S A LITTLE TOWN OVER THE HILLS WHERE WE CAN BUY WHAT WE NEED...AND PEDDLERS COME THROUGH THE COUNTRY NOW AND THEN, TOO. IF THE TOWN WERE ANY NEARER THERE WOULD BE LESS GAME. (PAUSE) THERE IS ONE THING THAT DOES WORRY ME, THOUGH.

SARAH: WHAT'S THAT, SQUIRE?

SQUIRE: INDIANS. THE FRENCH KEEP THEM STIRRED UP. THERE'S NO TELLING WHAT THOSE RED FELLOWS MIGHT DO.

SARAH: (FRIGHTENED) DOST THOU THINK IT WISE, SQUIRE, FOR US TO SETTLE WHERE THERE IS DANGER OF INDIAN ATTACKS?

SQUIRE: MAYBE NOT ENTIRELY WISE, SARAH. BUT THIS VALLEY IS WORTH SOME RISK. LAND IN AMERICA WILL BELONG TO MEN WHO ARE STRONG ENOUGH TO TAKE IT AND HOLD IT. I RECKON THE BOONES ARE ABLE TO DEFEND WHAT THEY MAKE THEIR OWN.

SOUND: MUSIC UP AND UNDER (STIRRING BUT ON FADE CHANGE TO NEUTRAL).

NARRATOR: SO SQUIRE BOONE AND HIS FAMILY SETTLED IN THE YADKIN VALLEY OF NORTH CAROLINA. THEY BUILT A CABIN ON THE LAND THAT SQUIRE BOUGHT. AND THE NEXT FEW DAYS SAW A LOT OF ACTIVITY AROUND THE BOONE HOUSEHOLD. SOON THINGS BECAME NORMAL AGAIN. SARAH FORGOT ABOUT THE INDIANS AND THE NEXT TWO YEARS WERE BOTH PROFITABLE AND PEACEFUL FOR THE BOONE FAMILY. BUT ONE DAY DANIEL RETURNED FROM THE LITTLE MARKET TOWN WITH ALARMING NEWS.....

SOUND: MUSIC OUT. HORSES HOOVES RUNNING FADE ON TOP OF CLOSING STRAINS OF MUSIC. HORSE STOPS FOLLOWED BY HEAVY BREATHING AND SNORTING.

DANIEL: (OUT OF BREATH) WAR! PAPPY.....IT LOOKS LIKE WAR!

SQUIRE: WHAT'S THIS!

DANIEL: THE FRENCH HAVE BUILT A FORT AT THE HEAD OF THE OHIO RIVER. AND WITH THE FRENCH FORT THERE THE ENGLISH SETTLERS WOULDN'T BE SAFE ANYWHERE IN THE OHIO VALLEY.

SQUIRE: WHAT ARE THE ENGLISH DOING ABOUT IT?

DANIEL: THE REPORT IS THAT THE YOUNG ENGLISH OFFICER, MAJOR GENERAL EDWARD BRADDOCK, HAS ARRIVED IN THE COLONIES. HE IS TO LEAD A FORCE OF MEN AGAINST THE FORT.

SQUIRE: A LOT OF GOOD HE CAN DO! WHAT DOES A YOUNG

SQUIRE: OFFICER FRESH FROM ENGLAND KNOW ABOUT FIGHTING
CON'T IN THESE WOODS?

DANIEL: WELL, THEY SAY HE WILL HAVE COLONIAL TROOPS TO
HELP HIM. ONE OF THE OFFICERS WILL BE YOUNG
COLONEL GEORGE WASHINGTON.

SARAH: (NERVOUSLY) WILL THERE BE NEED OF MEN FROM
THESE PARTS?

DANIEL: YES, MAMMY. THERE HAS BEEN A CALL FOR MEN TO
DRIVE THE BAGGAGE WAGONS FOR THE ARMY. I...I..
SIGNED UP TO GO.

SARAH: (CRYING) OH, SON!

SQUIRE: I'M PROUD OF YOU, SON....(SNIFF) YOUR MAMMY AND
I WILL BE WORRIED ABOUT YOU...(CLEAR THROAT)
BUT I'M GLAD YOU WANT TO DO YOUR PART.

SARAH: (REGAINING HERSELF) YES, SON.....WE'RE ALL
MIGHTY PROUD OF YOU.

SQUIRE: WELL, LET'S NOT BE SO SAD ABOUT THIS THING.
DANIEL DON'T WANT TO REMEMBER A TEARFUL MAMMY
AND PAPPY. THIS CALLS FOR A DANCE AND MERRY-
MAKING. COME ON SARAH LET'S MAKE THE PLANS.

SOUND: MUSIC UP AND UNDER (GAY).

NARRATOR: BEFORE DANIEL LEFT FOR THE WAR THERE WAS CAUSE
FOR DOUBLE CELEBRATION. HIS SISTER, MARY, WAS
MARRIED AND A DANCE WAS HELD IN HONOR OF THE
MARRIAGE AND DANIEL'S DEPARTING. AS DANIEL WENT
THROUGH THE FIGURES OF A SQUARE DANCE HE FOUND

NARRATOR: HIMSELF DANCING WITH A BLACK-HAIRED GIRL WHOM
CON'T HE DID NOT KNOW. SOMETHING ABOUT THE TILT OF
HER HEAD AND THE FLASH OF HER EYES CAUGHT HIS
FANCY. WHEN THE DANCE WAS FINISHED HE STRODE
ACROSS THE ROOM TO WHERE SHE STOOD WITH A GROUP
OF GIRLS.....

SOUND: CROWD NOISE IN THEN TO BACKGROUND.

DANIEL: SHOULD I KNOW WHO YOU ARE?

REBECCA: I AM SURE YOU SHOULD SIR.....(LAUGHING) BUT
IT'S CLEAR THAT YOU DON'T.

DANIEL: WELL, PLEASE TELL ME YOUR NAME.

REBECCA: I AM REBECCA BRYAN.

DANIEL: WELL, UH, WELL.....

REBECCA: YOU ARE MARY'S BROTHER, DANIEL, AREN'T YOU?

DANIEL: YES, I AM. DO YOU LIVE NEAR HERE?

REBECCA: YES.

TOGETHER: DO YOU.....(LAUGH)

DANIEL: YOU GO AHEAD.....

REBECCA: THAT'S ALL RIGHT.....YOU GO AHEAD.

DANIEL: NO.....THAT'S ALL RIGHT.....YOU GO AHEAD.

REBECCA: I HEAR YOU ARE GOING OFF TO WAR.

DANIEL: YES, I LEAVE TOMORROW TO JOIN BRADDOCK'S FORCES.

REBECCA: I HOPE YOU RETURN.....SOON.

DANIEL: YES.....

SOUND: MUSIC UP AND UNDER (SOFT-ROMANTIC).

NARRATOR: THE EVENING WAS SO PLEASANT THAT DANIEL FOUND
HIMSELF THINKING ABOUT REBECCA WHEN HE SET OUT

NARRATOR: THE NEXT DAY. HE WAS EAGER FOR THE ADVENTURE
CON'T AHEAD. HE WANTED TO HAVE A PART IN HOLDING THE
OHIO VALLEY FOR THE ENGLISH. BUT SOMEHOW HIS
THOUGHTS WOULD STRAY BACK TO A TALL GIRL WITH
FLASHING EYES.

SOUND: MUSIC UP FULL AND UNDER (NEUTRAL TO MARTIAL).

NARRATOR: WHEN DANIEL JOINED THE FORCES AS A DRIVER OF
BRADDOCK'S WAGON TRAIN HE SOON BECAME A FRIEND
OF MANY AND THEY WOULD ALL GATHER AROUND THE
CAMP FIRE DURING THE EVENING AND EXCHANGE TALES
OF THE PLACES THEY HAD SEEN AND THE DEEDS THEY
HAD DONE. ONE NIGHT WHEN DANIEL WAS FINISHING
A TALE OF ONE OF HIS HUNTS, ANOTHER DRIVER, JOHN
FINLEY, LOOKED AT YOUNG BOONE AND SAID.....

SOUND: MUSIC OUT.

JOHN: YOU MUST REALLY LIKE TO HUNT.

DANIEL: I CERTAINLY DO!

JOHN: THEN YOU SHOULD HAVE BEEN WITH ME LAST YEAR. I
WAS IN HUNTER'S PARADISE.

DANIEL: WHERE?

JOHN: ACROSS THE MOUNTAINS TO THE WEST.....IN KENTUCKY.

DANIEL: WHAT KIND OF GAME DID YOU KILL?

JOHN: IN KENTUCKY A HUNTER CAN GO OUT AND TAKE HIS
CHOICE. IF HE WANTS DEER, HE HAS ONLY TO GO TO
A SALT LICK WHERE HE CAN SHOOT THEM BY THE
DOZEN. THE WOODS ARE FULL OF WILD TURKEY AND

JOHN: SMALL ANIMALS. OTTER AND BEAVER ARE PLENTIFUL
CON'T ALONG THE STREAMS. LIKE AS NOT A MAN WILL MEET
A BEAR WHENEVER HE STARTS ALONG A FOREST PATH.
(PAUSE) YOU DON'T BELIEVE ME, DO YOU?

DANIEL: IT SOUNDS TOO GOOD TO BE TRUE.

JOHN: WELL, I DIDN'T BELIEVE THE TALES ABOUT KENTUCKY,
EITHER, UNTIL I WENT THERE. DID YOU EVER SEE A
BUFFALO?

DANIEL: NO.

JOHN: THERE ARE BUFFALO IN KENTUCKY.....THOUSANDS OF
THEM. I'VE SEEN A HERD OF TWO HUNDRED OR MORE
AT ONE SALT LICK.

DANIEL: WHAT SORT OF COUNTRY IS KENTUCKY?

JOHN: IT'S BEAUTIFUL LAND.....THE PRETTIEST I'VE SEEN.
MOUNTAINS, ROLLING HILLS, FERTILE VALLEYS,
MEADOWLANDS.....YOU'LL FIND THEM ALL IN KENTUCKY.

DANIEL: WELL, KENTUCKY IS A PLACE I'M GOING TO SEE....
..SECOND.

JOHN: SECOND! WHAT'S WRONG WITH FIRST?

DANIEL: WELL, YOU SEE....UH....THERE'S A....A....GIRL
BACK HOME ON THE YADKIN. I'M GOING TO MARRY HER
WHEN I GET HOME.

JOHN: YOU'LL NEVER SEE KENTUCKY IF YOU GO BACK FIRST...

DANIEL: NO...WELL, YOU JUST WAIT AND SEE.....JUST WAIT
AND SEE.....

SOUND: MUSIC UP AND UNDER (MARTIAL).

NARRATOR: ONE DAY AS THE LITTLE ARMY MOVED THROUGH THE FOREST A PARTY OF FRENCH SOLDIERS AND INDIANS OPENED FIRE ON BRADDOCK'S TROOPS.....

SOUND: GUNFIRE AND YELLING TO CONTINUE IN BACKGROUND THROUGH NEXT SPEECH.

NARRATOR: (EXCITED) BRADDOCK RODE UP AND DOWN THE FIELD URGING HIS MEN ON, UNTIL HE FELL, WOUNDED BY AN ENEMY BULLET. COLONEL WASHINGTON, ILL WITH FEVER, MOUNTED HIS HORSE AND RODE INTO BATTLE. BUT NO EFFORT COULD SAVE THE DAY. THE BRITISH BROKE RANKS AND FLED.....

SOUND: CONFUSION AND YELLING UP FULL HOLD, THEN FADE TO BACKGROUND.

NARRATOR: THE DEFEATED SOLDIERS, RETREATING, SOON CAUGHT UP WITH THE WAGON DRIVERS. WHEN THE DRIVERS SAW THEIR TROOPS FLEEING IN WILD CONFUSION THEY CUT THE HARNESS, MOUNTED THE HORSES AND ALSO FLED.

SOUND: YELLING AND HORSES HOOVES UP FULL HOLD. THEN CROSS FADE MUSIC AND PULLING YELLING AND HORSE SOUNDS OUT. HOLD MUSIC (EXCITED) UP THEN FADE TO BACKGROUND.

NARRATOR: THE DEFEATED ARMY GATHERED IN THE FOREST SOME DISTANCE FROM THE BATTLEFIELD. WITHIN A FEW DAYS MAJOR GENERAL BRADDOCK DIED OF HIS WOUNDS. WITH THEIR COMMANDER DEAD AND MANY OF THE TROOPS KILLED, THE PLAN TO CAPTURE THE FORT HAD TO BE

NARRATOR: GIVEN UP. THE WAGON DRIVERS, AMONG THEM JOHN
CON'T FINLEY AND DANIEL BOONE, WERE TOLD THEY COULD
GO HOME. A FEW MONTHS LATER, ON AUGUST 14,
1756, THERE WAS GREAT HUSTLE AND BUSTLE IN THE
BRYAN CABIN. FOR THAT WAS THE DAY SEVENTEEN
YEAR OLD REBECCA HAD CHOSEN FOR HER MARRIAGE TO
DANIEL BOONE.

SOUND: MUSIC OUT.

REBECCA: BE CAREFUL, MOMMA, DON'T TEAR IT....DON'T TEAR
IT.

MOMMA: GRACIOUS CHILD, YOU WOULD THINK THIS WAS THE
FIRST WEDDING I HAD EVER ATTENDED.....NOW WHERE
DID I PUT THAT RIBBON.....

SOUND: LOUD YELLING AND LAUGHING BY MEN (OFF MIKE).

MOMMA: MY, WHAT A CROWD OF FOLKS THAT HAVE GATHERED
HERE FOR THIS WEDDING. YOUNG DANIEL MUST HAVE
TOLD EVERYBODY ON HIS WAY BACK FROM THE WAR.

REBECCA: HURRY, MOMMA. DON'T TALK SO MUCH. I'LL BE
LATE FOR THE WEDDING.

MOMMA: THE COMB...THE COMB...WHERE IS THE COMB.....

REBECCA: YOU'VE GOT IT IN YOUR HAND, MOMMA.....

MOMMA: OH...WELL, LEAN OVER HERE AND LET ME COMB THAT
HAIR OF YOURS.

REBECCA: HURRY, MOMMA. I HEAR THE PEOPLE COMING INTO THE
CABIN.....HURRY.....THE CEREMONY WILL START ANY
MINUTE (FADE OUT)

SOUND: MUSIC UP AND UNDER (RELIGIOUS).

SQUIRE: MY DEAR FRIENDS, WE ARE GATHERED HERE THIS
AFTERNOON TO JOIN MY SON WITH THIS BEAUTIFUL
GIRL IN HOLY MATRIMONY. I'M PRIVILEGED TO BE
THE ONE TO PERFORM THE CEREMONY....(FADE OUT)

SOUND: MUSIC UP HOLD, THEN FADE.

SQUIRE: I NOW PRONOUNCE YOU MAN AND WIFE.....

SOUND: LAUGHING AND YELLING OF CONGRATULATIONS.

SQUIRE: (SHOUTING) QUIET, EVERYBODY. QUIET. (PAUSE)
NOW WE WILL PROCEED WITH THE CELEBRATION BY
GOING OUT UNDER THE TREES FOR A GREAT FEAST AND
DANCE.

SOUND: LOUD TALKING UP FULL, THEN FADE AS MUSIC COMES
IN (SQUARE DANCE).

CALLER: ALL HANDS UP AND CIRCLE LEFT.
SWING YOUR PARTNER AND THE ONE YOU MEET.
THAT'S WHAT MAKES THE SWING SO SWEET.

SOUND: MUSIC UP AND UNDER (NEUTRAL).

NARRATOR: WHEN THE DAY WAS ALMOST GONE, THE BRIDEGROOM LED
HIS HORSE INTO THE DOORYARD. AS HE SWUNG HIS
BRIDE TO THE PILLION, THE WEDDING GUESTS
GATHERED ROUND TO SPEED THEM ON THEIR JOURNEY TO
THEIR OWN CABIN. SARAH BOONE MADE HER WAY
THROUGH THE NOISY CROWD AND LAID HER HAND ON
HER SON'S ARM.

SOUND: MUSIC OUT.

SARAH: THOU HAST DONE WELL, DANIEL, IN CHOOSING THY
BRIDE. MAY HAPPINESS GO WITH THEE.

DANIEL: THANK YOU, KINDLY, MAMMY. I RECKON I'LL BE ONE
OF THE HAPPIEST MEN ALIVE. ALL A MAN NEEDS FOR
TRUE HAPPINESS IS A GOOD GUN, A GOOD HORSE, AND
...A GOOD WIFE. NOW I HAVE ALL THREE.

SOUND: MUSIC UP AND UNDER.

NARRATOR: THEN DANIEL AND REBECCA BOONE SET OUT TOGETHER.
THEIR JOURNEY CARRIED THEM TO THE LITTLE CABIN
ON SQUIRE BOONE'S FARM WHERE THEY SET UP HOUSE-
KEEPING. BUT IT WASN'T LONG BEFORE DANIEL
BOONE, EAGER TO SEARCH FOR NEW FRONTIERS, TOOK
HIS WIFE AND TRAVELED TO KENTUCKY AND FURTHER
ADVENTURES.

SOUND: MUSIC UP AND UNDER (NEUTRAL).

ANNOUNCER: TODAY YOU HAVE HEARD THE FIRST IN A NEW SERIES
OF IN-SCHOOL BROADCASTS FOR THE FIFTH, SIXTH
AND SEVENTH GRADES, TELLING OF A MAN WHO HAD A
PART IN NORTH CAROLINA HISTORY. TODAY'S STORY
WAS "DANIEL BOONE," WRITTEN BY EDNA MCGUIRE AND
ADAPTED FOR RADIO BY ALICE LAND. THOSE TAKING
PART WERE:

ANNOUNCER: MUSIC WAS PLAYED BY
CON'T
SOUND EFFECTS WERE BY
THE PRODUCTION WAS UNDER THE DIRECTION OF
LISTEN AGAIN NEXT WEEK FOR "JANE HOPE"....THE
STORY OF A GIRL'S LIFE IN CHAPEL HILL BEFORE
THE CIVIL WAR.

SOUND: MUSIC UP AND OUT (NEUTRAL).

ANNOUNCER: THIS IS THE JOURNAL SENTINEL STATION.



CORRELATION SHEET

NORTH CAROLINA STORIES FOR THE UPPER ELEMENTARY GRADES

JANE HOPE

RADIO SCRIPT PREPARED BY ALICE THORNHILL LAND

FOREST PARK SCHOOL

WINSTON-SALEM, NORTH CAROLINA

1949

CAST OF CHARACTERSSOUND

NARRATOR

CARRIAGE TRAVELING

JANE HOPE

CARRIAGE HITTING BUMPS

MOTHER JANE'S MOTHER

WINDOW RAISED

MARY JANE'S SISTER

FOOTSTEPS

PIERCE JANE'S BROTHER

KITTEN MEOWING

WOMAN OLD WOMAN AT THE MILL

SCRAPING OF BUSHES ON
CARRIAGE

BOY BOY AT THE MILL

DOOR OPEN AND CLOSE

PETTIGREW . . . UNIVERSITY STUDENT

LUCY JANE'S FRIEND AT SCHOOL

MUSIC

STEVE FARTHING . BOY FRIEND AT UNIVERSITY

THE OLD NORTH STATE

FIRST BOY . . . UNIVERSITY STUDENT

MUSICAL BRIDGES

SECOND BOY . . . UNIVERSITY STUDENT

CAROLINA FOLK TUNE

GOVERNER SWAIN . UNIVERSITY PRESIDENT

NORTH CAROLINA STORIES FOR UPPER GRADES

Story: Jane Hope
 Author: Elizabeth Janet Gray
 Publisher: The Viking Press

Introduction

These correlation sheets are sent out several weeks in advance of the broadcasts so that the books may be collected, displayed, read, and preparations made for the in-school listening period.

Pre-Broadcast Discussion

Jane Hope was twelve when her mother, a widow, returned with her children to live in her father's house at Chapel Hill, North Carolina. Jane dreamed of the excitement of living in a college town, of romance with herself as the heroine. Jane was always helping out some stray or other, from dogs and cats to people, and it was Stephen Farthing whom she rescued who later fell in love with her.

Dictionary Study

Directions: You will hear the following words which will require the use of the dictionary or other reference books:

petunias	deficient	Sophomores
mimosa tree	Superior court	Freshmen
carpetbag	judge	university
college	campus	Algebra
Virgil	multitudinous	magnolia
Preparatory school	dormitory	

Geography Study

Directions: Use an atlas, geography or globe in finding these places:

Chapel Hill, North Carolina	Misty Gap, North Carolina
Durham, North Carolina	Watauga County, North Carolina
Hillsboro, North Carolina	Windy Gap, North Carolina
Tennessee	

Post-Broadcast Discussion

How old was Jane Hope when she went to Chapel Hill?

Why were they moving to Chapel Hill to live?

Why was Jane so excited over living in a college town?

Name some admirable characteristics that Jane had.

What period in history does the story portray?

Tell of Stephen Farthing and Jane Hope's friendship.

Do you think you would like to be a college or university student? Why?

Have you ever been to Chapel Hill? Seen the university?

If so, tell about it; if not, plan to visit it.

Alice Thornhill Land
Forest Park School
Winston-Salem, N. C.

JANE HOPE

<u>CAST</u>	<u>SOUND</u>
NARRATOR	CARRIAGE TRAVELING
JANE HOPE	CARRIAGE HITTING BUMPS
MOTHER JANE'S MOTHER	WINDOW RAISED
MARY JANE'S SISTER	FOOTSTEPS
PIERCE JANE'S BROTHER	KITTEN MEOWING
WOMAN OLD WOMAN AT THE MILL	SCRAPING OF BUSHES ON CARRIAGE
BOY BOY AT THE MILL	DOOR OPEN AND CLOSE
PETTIGREW . . . UNIVERSITY STUDENT	<u>MUSIC</u>
LUCY JANE'S FRIEND AT SCHOOL	THE OLD NORTH STATE
STEVE FARTHING. BOY FRIEND AT UNIVERSITY	MUSICAL BRIDGES
FIRST BOY . . . UNIVERSITY STUDENT	CAROLINA FOLK TUNE
SECOND BOY . . . UNIVERSITY STUDENT	
GOVERNOR SWAIN. UNIVERSITY PRESIDENT	

Alice Thornhill Land
Forest Park School
Winston-Salem, N. C.

JANE HOPE

THEME: "THE OLD NORTH STATE" UP FULL FOR ONE CHORUS.
THEN FADE.

ANNOUNCER: TODAY THE COMMUNITY RADIO COUNCIL BRINGS YOU
THE SECOND IN A NEW SERIES OF IN-SCHOOL BROADCASTS FOR THE FIFTH, SIXTH AND SEVENTH GRADES.
THE JOURNAL SENTINEL STATION IS PLEASED TO
PROVIDE FREE TIME FOR THESE TRUE STORIES OF
BOYS AND GIRLS WHO HAD A PART IN THE EARLY
HISTORY OF NORTH CAROLINA; AND WHOSE STORIES
HAVE BEEN PUT INTO BOOKS FOR THE PLEASURE OF
OTHERS OF THEIR AGE. EACH WEEK WE WILL SHOW
YOU THAT HISTORY IS MADE BY BOYS AND GIRLS LIKE
YOURSELF, AS WELL AS BY STATESMEN AND GENERALS.

OUR STORY TODAY IS THAT OF A LITTLE GIRL IN
CHAPEL HILL BEFORE THE CIVIL WAR. "JANE HOPE"
WAS WRITTEN BY ELIZABETH JANET GRAY AND ADAPTED
FOR RADIO BY ALICE LAND.

SOUND: "THE OLD NORTH STATE" UP FULL TO OUT.

NARRATOR: THE CAROLINA SUN WAS HOT. ALONG THE ROADSIDE
THE BUSHES WERE DROOPING AND DUSTY. THE COACH

NARRATOR: BUMPED AND JERKED OVER THE COUNTRY ROAD LEADING
CON'T FROM DURHAM'S STATION TO CHAPEL HILL.

SOUND: CARRIAGE TRAVELING, HOLD THROUGH FOLLOWING
DIALOGUE.

NARRATOR: THROUGH THE DOOR OF THE CARRIAGE JANE HOPE
WATCHED INTENTLY THE DIFFERENT FIGURES THE HOT
SUN DESIGNED AND HOW THEY DANCED ON THE QUEEN
ANNE'S LACE AND WILD MUSTARD IN THE MEADOW. AS
THE CARRIAGE

SOUND: CARRIAGE BUMP.

NARRATOR: SHE TURNED AWAY FROM HER WORLD OF MAKE BELIEVE
TO FACE HER BROTHER PIERCE, HER SISTER MARY,
AND HER MOTHER, TO ASK.....

JANE: HOW FAR IS IT NOW, MOTHER?

MOTHER: WE MUST BE RIGHT CLOSE TO TRUEFITT'S MILL. IT'S
THREE MILES FROM THERE, DEAR.

JANE: (TO HERSELF) DEAR MOTHER.....SHE LOOKS SO YOUNG
TO BE A WIDOW.....SHE IS SO MUCH YOUNGER THAN
FATHER WAS.....AND HOW BEAUTIFUL SHE IS.....I'M
GLAD SHE'S COMING TO CHAPEL HILL AND GRANDMA'S.
SHE PROBABLY WOULD HAVE COME SOONER BUT FOR THE
TROUBLE IN SETTling THE ESTATE.

PIERCE: WHEW! IT'S HOT IN HERE.

SOUND: WINDOW BEING RAISED WITH GUSTO.

MOTHER: IT WON'T BE LONG NOW. AND IT WILL BE COOL ON
THE HILL, DEAR.

MARY: AND KEEP WATCHING FOR THE HOUSE BECAUSE GRANDMA
AND GRANDPA WILL BE LOOKING OUT FOR US!

SOUND: CARRIAGE BUMP.

MOTHER: JANE, TUCK YOUR HAIR UNDER YOUR BONNET PROPERLY.
I DECLARE CHILD YOU LOOK ALL TO PIECES!

JANE: I'M ALL RIGHT.

MOTHER: WIPE THAT SMUDGE OFF YOUR CHEEK.

JANE: WHERE?

MOTHER: RIGHT THERE. NO...NO...NO...THERE.

JANE: HOW IS IT NOW, MOTHER?

MOTHER: YOU'VE MADE IT WORSE. HERE, TAKE MY HANKIE
AND MOISTEN IT.

JANE: MOTHER!

MOTHER: MOISTEN IT!

PIERCE: I'M GLAD I DON'T HAVE TO LICK MY FACE LIKE A CAT.

JANE: I'M NOT A CAT!

PIERCE: I DON'T HAVE TO LICK MY FACE LIKE A CAT. YAH,
YAH!

JANE: (CRYING) I'M NOT!

MOTHER: GRACIOUS SAKES, JANE HOPE. YOU MUSTN'T BE
SUCH A BABY.

JANE: (MUTTERING) OH, I DON'T CARE WHAT HE SAYS.
(SNIFF)

MOTHER: LOOK, DARLING! WE'RE COMING TO TRUEFITT'S MILL.

PIERCE: CAN WE GET OUT FOR A WHILE, MOMMA?

MOTHER: YES. I BELIEVE WE CAN GET OUT. I WOULD LIKE
TO WALK A BIT.

SOUND: CARRIAGE STOPPING. HORSES SNORTING, ETC. DOOR
OPEN

JANE: COME ON, PIERCE.....LET'S TAKE A LOOK AT THE
MILL WHEEL.

PIERCE: AND THE POND, TOO!

SOUND: FOOTSTEPS RUNNING.

JANE: AWWW! THE WHEEL ISN'T TURNING.

PIERCE: (OFF MIKE) HEY! LOOK AT THESE WATER BUGS.

JANE: (LAUGHING) LOOK AT THEM RUN.....

PIERCE: SEE HOW RED THE WATER LOOKS.

JANE: THIS SUN IS HOT.....LET'S SIT UNDER THIS TREE
FOR A WHILE.

SOUND: WOMAN HUMMING CAROLINA FOLK TUNE.

PIERCE: WHAT'S THAT?

JANE: SOMEONE COMING OUT OF THAT OLD MILL HOUSE.

PIERCE: I SEE HER.....IT'S AN OLD WOMAN.....AND A
LITTLE BOY. THEY'RE COMING THIS WAY.

JANE: LOOK! HE'S HOLDING A KITTEN BY THE TAIL.....

SOUND: KITTEN MEOWING, CONTINUE THROUGH FOLLOWING
DIALOGUE.

JANE: YOU PUT THAT KITTEN DOWN. PUT IT DOWN RIGHT NOW.

PIERCE: LOOK! HE'S GOING TO DROP IT IN THE WELL.

JANE: YOU OUGHT TO BE ASHAMED. HOW WOULD YOU LIKE IT
IF A GIANT DID THAT TO YOU?

MARY: JANE!

MOTHER: JANE, DEAR. I'M SURE THE BOY'S MOTHER WILL
STOP HIM.

WOMAN: SHOO.....SHOO.....SCAT!

BOY: OWW! OWW!

SOUND: KITTEN STOPS MEOWING.

JANE: POOR KITTY.....NICE KITTY, DON'T BE FRIGHTENED.
I'LL TAKE CARE OF YOU.

MOTHER: DROP IT, JANE HOPE! DROP IT.....IT'S ALL DIRTY!

JANE: NO...THE BOY WILL TEASE IT AGAIN. AND THAT
WOMAN HAS NO IDEA OF PROTECTING IT.

MOTHER: NO, JANE!

JANE: I'M GOING TO TAKE IT WITH ME.

MARY: YOU DON'T WANT THAT THING.

PIERCE: IT'S AN UGLY CAT.

MARY: THERE'LL BE KITTENS AT GRANDPA'S....NICE FLUFFY
ONES.

JANE: I CAN'T LEAVE IT HERE. THE BOY WAS HURTING IT.

MOTHER: YES, I KNOW, DEAR. IT'S VERY SAD. BUT I'M
AFRAID YOU CAN'T TAKE IT WITH YOU. I THINK
PERHAPS THAT THE BOY WILL PROMISE NOT TO TEASE
IT ANY MORE. (PAUSE) MAKE HASTE, JANE. IT'S
TIME TO GET STARTED. PUT THE KITTEN DOWN AND
GET INTO THE HACK. (PAUSE) AT ONCE!

JANE: (PLEADING) PLEASE, MOTHER. I JUST CAN'T LEAVE
IT.

WOMAN: LET THE LITTLE GIRL TAKE IT. WE GOT PLENTY MORE.

MARY: OH, FOR GOODNESS SAKE, MOTHER! LET'S GET
STARTED BEFORE SHE WANTS TO RESCUE THE WHOLE
LOT!

SOUND: CAT MEOW, FOLLOWED BY MUSIC UP AND UNDER (COMICAL
TO NEUTRAL). CROSS FADE MUSIC AND CARRIAGE
TRAVELING...HOLD...THEN FADE TO BACKGROUND.

JANE: I THINK I'LL CALL HIM DANIEL BOONE. WHEN HE'S
TAMED DOWN A BIT I THINK HE'LL REALLY BE A
NICE CAT.

MARY: HMMMMM. IT'S GETTING COOLER, MOTHER.

MOTHER: YES.....WE'RE GETTING CLOSER TO GRANDPA'S.

JANE: OH, I SEE A CHURCH, MOTHER.

MOTHER: THAT'S NEW SINCE MY DAY, CHILDREN. IT MUST BE
THE PRESBYTERIAN CHURCH.

SOUND: SCRAPING OF BUSHES AGAINST CARRIAGE.

PIERCE: JIMMINY! THE ROAD IS GETTING NARROWER!

MOTHER: DON'T LEAN OUT OF THE WINDOWS, CHILDREN. YOU
MIGHT GET SMACKED BY THE BUSHES.

MARY: I HOPE THE CAT GETS HIT BY ONE.

JANE: I HOPE HE SCRATCHES YOU!

MOTHER: MARY! JANE! I'LL NOT HAVE ANY QUARRELING.
WE'RE ALMOST THERE.

JANE: THERE ARE TWO LITTLE HOUSES.

MARY: ISN'T THAT A CUTE WHITE FENCE.

MOTHER: THOSE ARE THE OFFICES. ONE OF THEM IS GRANDPA'S OFFICE.....AND THE OTHER IS FOR THE BOYS OF THE FAMILY TO SLEEP IN.

PIERCE: THAT'S WHERE I'LL SLEEP.

MOTHER: LATER.....WHEN YOU'RE BIG ENOUGH.

JANE: AND THERE'S THE BIG HOUSE ITSELF!

PIERCE: GEE WHILLIKENS! LOOK AT THAT SLEEPING PORCH.

MARY: AND THE BEAUTIFUL FLOWERS!

MOTHER: IT'S EVEN MORE BEAUTIFUL THAN I REMEMBERED.

JANE: OH! KITTY! WE ARE HERE! WE'RE HERE. IT'S CHAPEL HILL AT LAST.

SOUND: MUSIC UP AND UNDER (GAY).

NARRATOR: AND THE NEXT FEW DAYS SAW A GREAT HUSTLE AND BUSTLE AROUND THE HOUSE. THE CHILDREN ROAMED AROUND THE HOUSE AND YARD TO GET ACQUAINTED.... MOTHER TALKING TO THE GRANDPARENTS AND THE SERVANTS PREPARING THE MEALS. AND AS TIME ALWAYS DOES IT FLEW BY AND FOR JANE HOPE TIME WAS LOST. YES...IT WAS GREAT TO BE IN CHAPEL HILL. BEFORE SHE REALIZED IT, JANE HOPE BECAME INTERESTED IN BOYS.....NOT BOYS OF HER OWN AGE BUT UNIVERSITY STUDENTS.

SOUND: MUSIC UP AND OUT.

PETTIGREW: GIGGLE, GIGGLE..BUZZ.BUZZ.BUZZ. ALL NIGHT LONG. I SHOULD THINK YOU TWO HAD TOLD ALL THE SECRETS IN THE WORLD. YOU CAN'T HAVE ANYTHING MORE TO

PETTIGREW: SAY TO EACH OTHER. COME ALONG, JANE HOPE, IF
CON'T
YOU WANT TO BE ESCORTED ACROSS THE CAMPUS BY
ME.

JANE: WELL, LUCY, IT LOOKS LIKE PETTIGREW IS GETTING
IMPATIENT. I HAD A LOVELY TIME. SEE YOU
TOMORROW.

LUCY: GOODBY JANE. (TEASING) GOODBY PETTIGREW.

PETTIGREW: GOODBY, LUCY.

SOUND: FOOTSTEPS WALKING.

JANE: WELL, TOMORROW'S THE FIRST DAY OF THE NEW
WINTER SEASON.

PETTIGREW: YEA.....MOST OF THE GANG HAVE ALREADY ARRIVED.
I GUESS THE REST WILL BE IN TOMORROW.

SOUND: LOUD YELLING AND SCREAMING.

FIRST BOY: FRESHMAN ON THE CAMPUS! (OFF MIKE)

SECOND BOY: HEY, GANG! A FRESHMAN ON THE CAMPUS. LET'S
GET HIM. (OFF MIKE)

SOUND: LOUD NOISE UP THEN FADE INTO BACKGROUND.

JANE: I THINK THEY'RE MEAN TO YELL AT HIM.

FIRST BOY: (OFF MIKE) BAAAAAA!

STEVE: YOU LOOK MORE LIKE A SHEEP THAN YOU BLEAT LIKE
ONE.

SOUND: FOOTSTEPS IN AND OUT (RUNNING).

PETTIGREW: WELL...THEY'LL NEVER CATCH HIM NOW.

JANE: THEY DON'T WANT TO. LOOK. THEY'RE PICKING ON
THE BOY THAT YELLED LIKE A SHEEP. (LAUGHING)

PETTIGREW: BUT I BET THOSE SOPHOMORES WILL BE LAYING FOR
THAT BOY TOMORROW.

JANE: I WONDER WHO HE IS?

SOUND: MUSIC UP AND OUT. FOOTSTEPS IN BACKGROUND
(WALKING).

JANE: (TO HERSELF) ISN'T THAT THE YOUNG BOY THAT WAS
BEING TEASED BY THOSE HATEFUL SOPHOMORES THE
OTHER DAY.....YES...IT IS. GEE! HE IS ALL
BASHED UP. ONE EYE IS SWOLLEN AND...AND...HE'S
BLEEDING. BUT LOOK AT THAT OTHER BOY.....
(LAUGHING) HE HAS TO BE CARRIED OFF. HEY!
LET ME HELP YOU...

SOUND: FOOTSTEPS RUNNING, THEN STOP.

STEVE: (FADE IN) (BREATHING HEAVILY) THAT'S ALL RIGHT.
I CAN MAKE IT.

JANE: HERE LET ME GET YOUR THINGS PICKED UP.....

STEVE: JUST LEAVE ME BE...

JANE: YOUR LIP IS BLEEDING.

STEVE: IS IT?

JANE: OH! DON'T WIPE IT ON YOUR SLEEVE. HERE TAKE
MY HANDKERCHIEF.

STEVE: THANKS.

JANE: YOU'VE HAD PLENTY OF TROUBLE, HAVEN'T YOU?
YOUR FIRST DAY?

STEVE: THIS ISN'T MY FIRST DAY.....IT'S MY LAST.

JANE: EVERYBODY HAS TO BE A FRESHMAN ONCE. IT ISN'T

JANE: SO BAD. YOU TAKE IT WHEN YOU'RE A FRESHMAN AND
CON'T THEN WHEN YOU'RE A SOPHOMORE YOU PASS IT ON TO
THE NEXT CLASS.

STEVE: (HALF CRY) I'M NOT EVEN A FRESHMAN. I DON'T
KNOW ENOUGH TO GET INTO COLLEGE. I WENT TO THE
TOP OF THE SCHOOL IN MISTY GAP BUT IT WASN'T
FAR ENOUGH. YOU DON'T THINK I WOULD GO BACK ON
ACCOUNT OF THE SOPHOMORES, DO YOU?

JANE: NO. BUT.....

STEVE: IF I COULD JUST GET TO BE A FRESHMAN I RECKON I
COULD HOE MY OWN ROW AS WELL AS ANYBODY.

JANE: YOU POOR BOY.

STEVE: YOU GOT ANY IDEA WHEN THE HACK LEAVES FOR
HILLSBORO?

JANE: IT SEEMS A PITY TO GO BACK SO SOON....WITHOUT
TRYING SOMETHING ELSE.

STEVE: IF I DON'T KNOW ENOUGH OVID AND VIRGIL AND
ALGEBRA, I DON'T KNOW IT, THAT'S ALL.

JANE: HEY! MAYBE IF I TOOK YOU TO DR. WADSWORTH'S
OFFICE FOR HELP.....(FAST) WHAT'S YOUR NAME?

STEVE: STEPHEN FARTHING.

JANE: (EAGER) WHERE DO YOU COME FROM?

STEVE: MISTY GAP. IT'S IN THE MOUNTAINS IN THE WESTERN
PART OF THE STATE. BUT.....

JANE: THE MOUNTAINS. I KNOW! WE'LL GO RIGHT TO
GOVERNOR SWAIN. HE'S FROM THE MOUNTAINS, TOO.
COME ON.

STEVE: BUT I CAN'T GO LIKE THIS.

JANE: OH!! WELL, I'LL WAIT FOR YOU WHILE YOU GET
CLEANED UP.

SOUND: MUSIC UP AND UNDER (WALKING).

SECRETARY: SORRY. THE GOVERNOR'S IN THE SOUTH BUILDING.

SOUND: MUSIC UP. STOP SUDDENLY FOLLOWED BY KNOCKING
ON DOOR.

GOVERNOR: (OFF MIKE) COME IN.

SOUND: DOOR OPEN AND CLOSE.

GOVERNOR: WELL! MISS JANE HOPE. WHAT CAN I DO FOR YOU?

JANE: WELL, SIR.....STEVE FARTHING HERE IS FROM MISTY
GAP AND HE IS HAVING TROUBLE (BEGIN FADING OUT)
GETTING INTO COLLEGE BECAUSE.....

SOUND: MUSIC IN AND OUT.

GOVERNOR: (FADE IN) NOW LET ME GET YOU STRAIGHT. YOUR
NAME IS FATHING.....

STEVE: FARTHING,...SIR.

GOVERNOR: AND YOU'RE FROM WATAUGA COUNTY. OH YES...YOU'RE
BRUCE FARTHING'S SON. DOESN'T HE HAVE THAT BIG
FARM ALONG THE RIVER AT WINDY GAP?

STEVE: YES SIR.

GOVERNOR: YOUR MOTHER'S NAME WAS BAIRD, WASN'T IT?

STEVE: YES SIR. SHE...SHE...DIED FIVE YEARS AGO.

GOVERNOR: YES, YES, I REMEMBER NOW. A BAD BUSINESS.
TRAGIC. STEPHEN BAIRD OF THE CLASS OF '39 IS
YOUR UNCLE?

STEVE: UH...YES SIR. HE'S A JUDGE OF THE SUPERIOR COURT IN TENNESSEE NOW.

GOVERNOR: I KNEW YOU REMINDED ME OF SOMEONE. YOU FAVOR HIM VERY STRONGLY. NOW I HAVE IT ALL STRAIGHT. WHAT ARE YOU DEFICIENT IN?

STEVE: OVID, SIR, AND VIRGIL'S BUCOLICS, AND ALGEBRA AND ANCIENT GEOGRAPHY.

GOVERNOR: THAT'S A GOOD BIT. WOULDN'T IT BE BEST FOR YOU TO GO HOME, MAKE THOSE SUBJECTS UP AND COME BACK NEXT SUMMER?

STEVE: I COULD PROBABLY GET THE LATIN BY MYSELF...BUT THERE IS NOBODY IN WINDY GAP COULD TEACH ME ENOUGH ALGEBRA OR ANCIENT GEOGRAPHY.

GOVERNOR: YOU DON'T WANT TO GO BACK ANYHOW, DO YOU? AFTER STARTING OFF IN HIGH GEAR TO CONQUER THE WORLD...

STEVE: (LAUGH) NO SIR.

GOVERNOR: YOU'RE NOT READY FOR THE UNIVERSITY. HOW OLD ARE YOU?

STEVE: FIFTEEN.....FIFTEEN LAST MONTH.

GOVERNOR: YOU'RE PRETTY YOUNG, YOU KNOW. HOW ARE YOU FIXED FINANCIALLY.....COULD YOU AFFORD TO STAY HERE AND ATTEND PREPARATORY SCHOOL?

STEVE: I'VE...I'VE GOT TWELVE HUNDRED DOLLARS FOR MY EDUCATION THAT MY MOTHER PUT ASIDE FOR ME. I DON'T RECKON MY FATHER COULD HELP ME MUCH. THERE'S TWO YOUNGER BOYS COMING ON, AND HE'S

STEVE: HAD LOSSES.....THERE ISN'T MUCH CASH MONEY ANY-
CON'T HOW ON A FARM.....NOT OUR KIND OF FARM.....WE
DON'T GROW MONEY CROPS LIKE COTTON AND TOBACCO.

GOVERNOR: WE FIGURE THAT A BOY NEEDS TWO HUNDRED AND
FIFTY DOLLARS A YEAR FOR HIS EXPENSES AT THE
UNIVERSITY...EXCLUSIVE OF CLOTHES AND THE COST
OF TRAVELING. I BELIEVE YOU CAN GET BY IF YOU
ARE CAREFUL. YOU CAN PROBABLY MAKE UP THAT
WORK IN ONE SESSION.....IF YOU'RE AS SMART AS
YOUR UNCLE...AND WORK HARD. I'LL GIVE YOU A
NOTE TO MR. THOMPSON. NOW LET ME SEE....WE'LL
WANT TO FIND YOU A PLACE TO STAY WHERE IT
WON'T COST YOU TOO MANY OF THOSE DOLLARS.

JANE: HE CAN STAY WITH US, GOVERNOR SWAIN.

GOVERNOR: YOU MIGHT SPEAK TO YOUR GRANDFATHER ABOUT IT..
...HE'LL HAVE SOME GOOD SUGGESTIONS.

JANE: I KNOW IT WILL BE ALL RIGHT.

GOVERNOR: LET ME GIVE YOU ONE BIT OF ADVICE, BOY. WE
DON'T TOLERATE FIGHTING AT THE UNIVERSITY.
IT'S AN UNINTELLIGENT WAY OF DEALING WITH ONE'S
ENEMIES.

STEVE: I'M SORRY, SIR.

JANE: I KNOW, SIR. IT'S RIGHT TO LEARN ONE'S ENEMIES.

GOVERNOR: NOW.....LET ME KNOW IF THERE IS ANYTHING MORE I
CAN DO FOR EITHER OF YOU.

TOGETHER: THANK YOU, SIR.

SOUND: DOOR OPEN AND CLOSE. FOOTSTEPS (WALKING).

STEVE: I...I DON'T KNOW WHY YOU SHOULD DO ALL THIS
FOR ME.....BUT I DO THANK YOU. DON'T....DON'T
BOTHER ANY MORE. I CAN FIND A PLACE TO STAY.

JANE: OH...THAT'S NOTHING. YOU COME ALONG WITH ME.

STEVE: JIMMINY! FUNNY HOW DIFFERENT EVERYTHING LOOKS
NOW!

SOUND: MUSIC UP AND UNDER.

NARRATOR: JANE HOPE FELT A SURGE OF POWER. SHE HAD
RESCUED THIS BOY. WITHOUT HER HE WOULD HAVE
RETURNED, DEFEATED, TO THE MOUNTAINS. BUSY
WITH PLANS FOR HELPING STEPHEN FARTHING ALONG
THE ROAD TO SUCCESS, JANE HOPE WAS SILENT AS
THEY WALKED ALONG THE MUDDY PATH UNDER THE
TREES. AND DEEP DOWN, JANE HOPE KNEW THAT
THIS WAS A TURNING POINT IN HER LIFE.....AND
SHE WONDERED WHAT LAY AHEAD.

SOUND: MUSIC UP AND OUT.

ANNOUNCER: YOU HAVE HEARD THE SECOND IN A SERIES OF IN-
SCHOOL BROADCASTS FOR THE FIFTH, SIXTH AND
SEVENTH GRADES, TELLING OF BOYS AND GIRLS WHO
HAVE HAD A PART IN NORTH CAROLINA HISTORY.
TODAY'S STORY WAS "JANE HOPE." IT WAS WRITTEN
BY ELIZABETH JANET GRAY AND ADAPTED FOR RADIO
BY ALICE LAND. THOSE TAKING PART WERE:

ANNOUNCER: MUSIC WAS PLAYED BY
CON'T

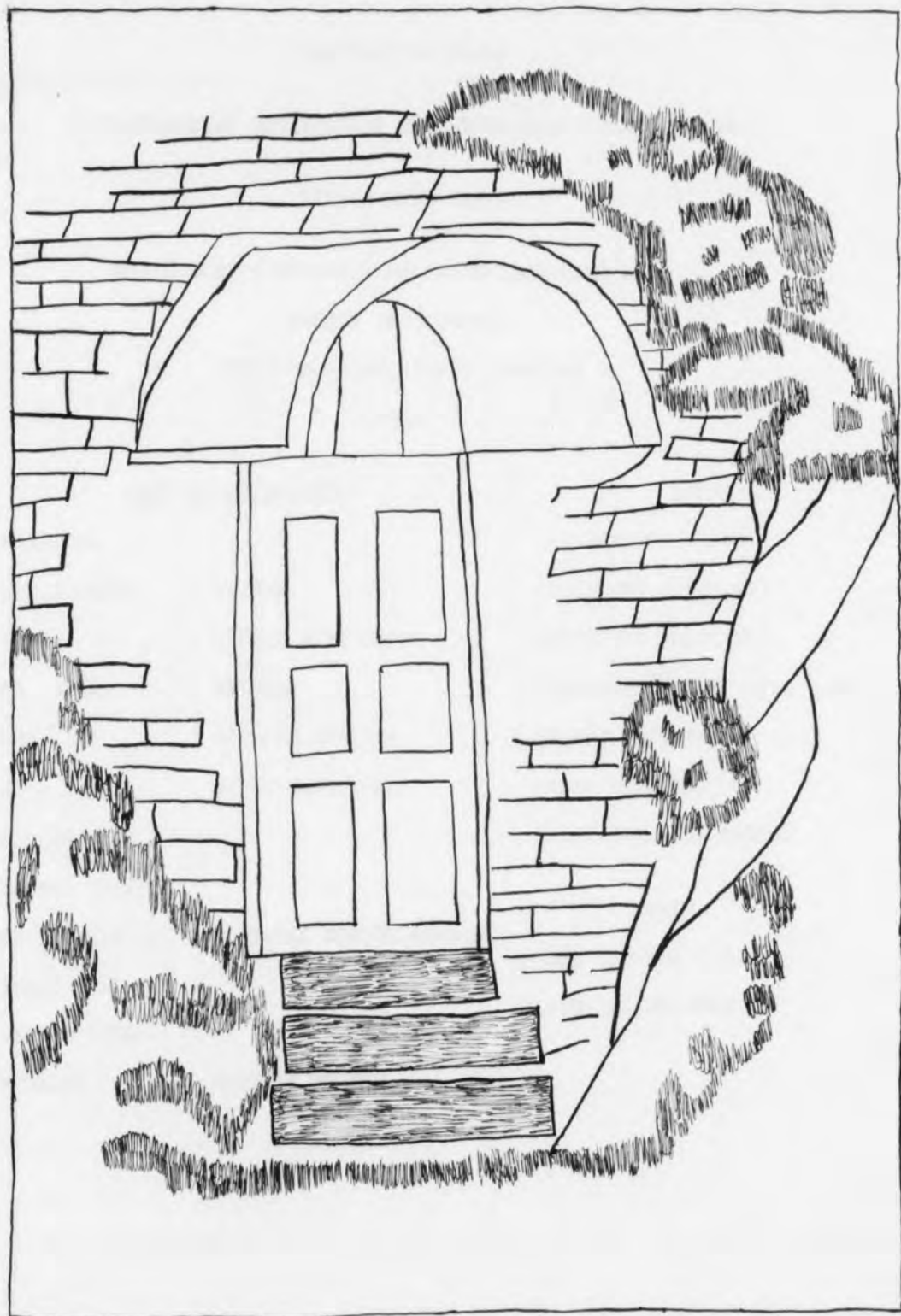
SOUND EFFECTS WERE BY

AND THE PRODUCTION WAS UNDER THE DIRECTION OF
LISTEN AGAIN NEXT WEEK FOR "LITTLE MISS CAPPO"

.....THE STORY OF A LITTLE GIRL WHO CAME ALL
THE WAY FROM ALABAMA TO GO TO SCHOOL IN THE
VERY FIRST BOARDING SCHOOL FOR GIRLS IN NORTH
CAROLINA.

SOUND: MUSIC UP AND OUT.

ANNOUNCER: THIS IS THE JOURNAL SENTINEL STATION.



CORRELATION SHEET

NORTH CAROLINA STORIES FOR THE UPPER ELEMENTARY GRADES

LITTLE MISS CAPPO

RADIO SCRIPT PREPARED BY ALICE THORNHILL LAND

FOREST PARK SCHOOL

WINSTON-SALEM, NORTH CAROLINA

1949

CAST OF CHARACTERSSOUND

NARRATOR

CHILDREN GIGGLING

JUDGE CREWS . . . FATHER

FOOTSTEPS (RUNNING)

CATHY LITTLE MISS CAPPO

FOOTSTEPS (WALKING)

MR. WRENN . . . TEACHER

HICKORY STICK HITTING HAND

BEN CATHY'S BROTHER

DISHES RATTLING

ED CATHY'S BROTHER

PAPER RATTLING

MOTHER

CLOCK STRIKING TWELVE

TAVERN KEEPER

MUSIC

MR. KUNKLE . . . BOARDING SCHOOL MEMBER

THE OLD NORTH STATE

FIRST GIRL

MUSICAL BRIDGES

SECOND GIRL

MIRANDA CATHY'S FRIEND

NORTH CAROLINA STORIES FOR THE UPPER GRADES

Story: Little Miss Cappel Illustrator: Hildegard Woodward
Author: Frances Gaither Publisher: Macmillan Company

Introduction

These correlation sheets are sent out several weeks in advance of the broadcasts so that the books may be collected, displayed, read, and preparations made for the in-school listening period.

Pre-Broadcast Discussion

From her plantation home in Alabama Catherine Ann, or Little Miss Cappel as she was called by her friends, made the long hard trip by horseback to a small Moravian school in North Carolina in 1820. Her life at home, her trip, and her experience at the school make a good story and give an authentic picture.

Dictionary Study

Directions: Use your dictionary or other reference books.

judge	Putz	boarding school
circuit	Germany	foreign languages
burghers	Love Feasts	tavern
Easter	plantation	tutoresses
Good Friday	Moravians	

Geography Study

Directions: Use an atlas or your geography and locate the following places:

Alabama	Virginia	Winston-Salem, North Carolina
North Carolina	England	
Music		

Directions:

Listen for Old North State, our North Carolina state song.

Post-Broadcast Discussion

Tell of Little Miss Cappel's life on the plantation.

How did she get from Alabama to Salem, North Carolina?

Why was she interested in coming to Salem, North Carolina?

How long has it been since she made the trip?

Describe the school and some of the people she met.

Would you have liked to have attended school in those days?

Who are the Moravians?

Where did they come from?

Why did they come to America?

Why did they settle in Salem, North Carolina?

Are Moravians found anywhere else other than in Salem, North Carolina?

In what year was Little Miss Cappel in the Moravian school?

Special Activities

Directions:

Visit the oldest buildings and places of interest in Salem,
North Carolina.

Tavern	Home Moravian Church	Easter Service
Brothers House	Learn Moravian Blessing	Love Feast
Sisters House	Historical Museum	Candle "Tea"
College	God's Acre	Putz

Alice Thornhill Land
 Forest Park School
 Winston-Salem, N. C.

LITTLE MISS CAPPO

CAST

NARRATOR
 JUDGE CREWS . . . FATHER
 CATHY LITTLE MISS CAPPO
 MR. WRENN . . . TEACHER
 BEN CATHY'S BROTHER
 ED CATHY'S BROTHER
 MOTHER
 TAVERN KEEPER
 MR. KUNKLE . . . BOARDING SCHOOL
 MEMBER
 FIRST GIRL
 SECOND GIRL
 MIRANDA CATHY'S FRIEND

SOUND

CHILDREN GIGGLING
 FOOTSTEPS (RUNNING)
 FOOTSTEPS (WALKING)
 HICKORY STICK
 HITTING HAND
 DISHES RATTLING
 PAPER RATTLING
 CLOCK STRIKING
 TWELVE

MUSIC

THE OLD NORTH STATE
 MUSICAL BRIDGES

Alice Thornhill Land
Forest Park School
Winston-Salem, N. C.

LITTLE MISS CAPPO

THEME: "THE OLD NORTH STATE" UP FULL ONE CHORUS, THEN
FADE.

ANNOUNCER: TODAY THE COMMUNITY RADIO COUNCIL BRINGS YOU THE
THIRD IN A NEW SERIES OF IN-SCHOOL BROADCASTS
FOR THE FIFTH, SIXTH AND SEVENTH GRADES. THE
JOURNAL SENTINEL STATION IS PLEASED TO PROVIDE
FREE TIME FOR THESE TRUE STORIES OF BOYS AND
GIRLS WHO HAD A PART IN THE EARLY HISTORY OF
NORTH CAROLINA; AND WHOSE STORIES HAVE BEEN PUT
INTO BOOKS FOR THE PLEASURE OF OTHERS OF THEIR
AGE. EACH WEEK WE WILL SHOW YOU THAT HISTORY
IS MADE BY BOYS AND GIRLS LIKE YOURSELF, AS WELL
AS BY STATESMEN AND GENERALS.

OUR STORY TODAY IS THAT OF A GIRL TRAVELING ALL
THE WAY FROM ALABAMA TO ATTEND THE FIRST BOARD-
ING SCHOOL FOR GIRLS IN NORTH CAROLINA. "LITTLE
MISS CAPPO" WAS WRITTEN BY FRANCES GAITHER AND
ADAPTED FOR RADIO BY ALICE LAND.

SOUND: "THE OLD NORTH STATE" UP FULL TO OUT.

NARRATOR: THE TIME IS 1820.....THE PLACE, A LARGE
PLANTATION IN ALABAMA. ONE SUNNY MORNING LITTLE

NARRATOR: MISS CAPPO, WHOSE REAL NAME WAS CATHERINE ANN
CON'T CREWS, SAT AT BREAKFAST WITH HER MOTHER AND
FATHER. CATHY'S FIVE BROTHERS WERE AT WORK ON
THE PLANTATION. LITTLE MISS CAPPO'S FATHER,
JUDGE CREWS, LEANED OVER THE TABLE AND SAID....

JUDGE: CATHERINE, MY CHILD.....HOW WOULD YOU LIKE TO
GO TO SCHOOL?

CATHY: TO SCHOOL! TO A PICNIC, PAPA.....LIKE AT THE
OPENING?

JUDGE: NO, MY CHILD. EVERYDAY WITH A BOOK AND A SLATE
OF YOUR OWN, TO LEARN YOUR LETTERS AND DO SUMS.

CATHY: LIKE THE BOYS!

JUDGE: (LAUGHING) LIKE THE BOYS.

CATHY: OH...I'D LIKE THAT, FATHER.

JUDGE: VERY WELL, THEN. I SHALL MAKE THE NECESSARY
ARRANGEMENTS WITH MR. WRENN, THE TEACHER, RIGHT
AWAY.

SOUND: MUSIC UP AND OUT.

MR. WRENN: NOW, MY DEAR, TAKE THE CHALK, SO, AND DRAW A
LINE DOWN THIS WAY ON YOUR SLATE, THEN DOWN THE
OTHER SIDE, LIKE THIS, AND ANOTHER ACROSS THE
TWO LINES AND THERE YOU HAVE THE LETTER "A".

CATHY: OH! THAT'S PRETTY. MAY I TRY IT?

MR. WRENN: (LAUGHING) YES, MY DEAR. HERE YOU ARE. NOW...

CATHY: FIRST I DRAW A LINE THIS WAY.....

MR. WRENN: NOT TOO FAR.....NOT TOO FAR.

CATHY: THEN LIKE THIS.....AND CROSS IT.

MR. WRENN: ONLY CROSS IT MORE IN THE MIDDLE OF THE TWO
LINES, CATHY. YOU SIT HERE AND PRACTICE A
WHILE. I'LL BE BACK LATER TO SEE HOW YOU ARE
PROGRESSING.

SOUND: CHILDREN GIGGLING.

MR. WRENN: HERE...HERE...WE'LL HAVE NONE OF THIS. BEN,
WHAT SEEMS TO BE THE TROUBLE?

BEN: NOTHING, SIR.

MR. WRENN: THAT'S A LIE! IF NOTHING HAPPENED...THEN WHY
THE GIGGLING? BENJAMIN.....FETCH ME A HICKORY
STICK.

BEN: YES SIR.

SOUND: FOOTSTEPS WALKING OFF MIKE...STOP...THEN BACK
ON MIKE...THEN STOP.

MR. WRENN: I HATE TO DO THIS IN FRONT OF YOUR SISTER,
CATHY, BUT YOU MUST BE PUNISHED.

BEN: HERE YOU ARE..SIR.

MR. WRENN: HOLD OUT YOUR HAND.

SOUND: WHACKING OF HICKORY STICK ON HAND.

MR. WRENN: ONE...TWO...THREE...FOUR...FIVE...SIX...SEVEN...
EIGHT...NINE...TEN.

CATHY: (SOBBING)

MR. WRENN: WHO'S MAKING THAT NOISE?

ED: MY SISTER, CATHY, SIR. SHE HAS NEVER SEEN ANY-
ONE WHIPPED BEFORE.

MR. WRENN: DO YOU EXPECT ME TO BELIEVE, SIR, THAT YOUR
FATHER NEVER THRASHES YOU BOYS?

ED: ONLY.....ONLY IN HIS OFFICE WITH THE DOOR
CLOSED, MR. WRENN.

MR. WRENN: HUMPH!

BEN: YOU'VE GIVEN ME ONLY TEN LICKS, SIR, AND YOU
GAVE MY COUSIN BOB TWENTY YESTERDAY FOR A LIE
NO WORSE.

MR. WRENN: TAKE YOUR SEAT, SIR!

SOUND: MUSIC UP AND UNDER.

NARRATOR: AND SO ENDED CATHY'S FIRST DAY AT SCHOOL. AND I
MIGHT ADD THAT MANY DAYS IN SCHOOL ENDED THE
VERY SAME WAY.....WITH LITTLE MISS CAPPO GETTING
HER SHARE OF THE BLAME. SCHOOL WORK AND BEING
WITH OTHER BOYS AND GIRLS MADE TIME PASS BY
QUICKLY. LITTLE MISS CAPPO LEARNED TO WRITE...
THEN TO READ AND TO DO SUMS.....SHE TOOK PART
IN A SCHOOL PLAY, AND THE YEARS BEGAN TO FLY
BY. THEN ONE MORNING AT BREAKFAST.....

SOUND: MUSIC OUT.

JUDGE: (CLEARING THROAT) CATHY, MY GIRL, HOW WOULD YOU
LIKE TO GO AWAY TO BOARDING SCHOOL?

CATHY: BOARDING SCHOOL!

JUDGE: YES.....YOUR MOTHER AND I THOUGHT IT WOULD BE
GOOD FOR YOU.

CATHY: OH, PAPA! I'D LOVE TO!

SOUND: DISHES RATTLING.

JUDGE: CAREFUL, MY CHILD.

CATHY: AM I GOING TO VIRGINIA, PAPA....WHERE ED IS?

JUDGE: NOT QUITE TO VIRGINIA, LITTLE DAUGHTER. TO
NORTH CAROLINA.....

CATHY: NORTH CAROLINA!

JUDGE: YES, TO SALEM.....THE MORAVIAN'S SCHOOL. CAN
YOU GET READY BY THE TIME I GET HOME NEXT?

CATHY: NEXT TIME. OH DEAR! I SUPPOSE I CAN.

JUDGE: GOOD. THEN IT'S SETTLED. THE SOONER WE
START...THE BETTER. HERE.....

SOUND: PAPER RATTLING.

JUDGE: HERE ARE A FEW PARTICULARS ON THE SCHOOL. YOU
MIGHT WANT TO READ UP ON IT. (FADING OUT) TELL
CAESAR HE IS TO GIVE YOU A LESSON EVERY MORNING
IN HANDLING THE NEW BAY MARE.

CATHY: BUT ROB ROY! WON'T I RIDE ROB ROY.....LIKE YOU
SAID?

JUDGE: (FADING IN) I'M SORRY, CATHY, BUT YOU MISUNDER-
STOOD ME. BUT YOU MUST KNOW THAT A TRIP TO
NORTH CAROLINA IS TOO MUCH FOR A PONY.

CATHY: BUT WHAT WILL BECOME OF ROB ROY?

JUDGE: WELL, IN A YEAR OR TWO YOU'LL BE TOO BIG TO
RIDE HIM...SO I'LL FIND ANOTHER CHILD ON MY
CIRCUIT THAT WILL TREAT HIM WELL. NOW YOU HURRY
AND GET READY (FADING OUT) SO THAT YOU WILL.....

SOUND: MUSIC UP AND UNDER.

NARRATOR: CATHY WAS HURT AT THE THOUGHT OF LOSING HER PONY...BUT THE EXCITEMENT OF GOING TO A BOARDING SCHOOL IN NORTH CAROLINA SOON CROWDED OUT THAT THOUGHT. AFTER ALL, SHE THOUGHT, FATHER PROMISED TO GIVE HIM TO A WORTHY PERSON. SO WITH THAT OUT OF HER MIND SHE WAS FREE TO MAKE PREPARATIONS FOR THE BIG TRIP. CLOTHES HAD TO BE MADE.....

MOTHER: WE ARE LEAVING YOU ENOUGH ROOM TO GROW. YOU WILL REMEMBER TO SHOW THESE TUCKS TO WHOEVER HAS YOUR CLOTHES IN CHARGE, WON'T YOU DARLING? NEXT YEAR SHE CAN LET A LITTLE OUT AND THE NEXT YEAR A LITTLE MORE.

NARRATOR: AND GOODBYES HAD TO BE SAID.....

MOTHER: YOU WILL BE A GOOD INDUSTRIOUS STUDENT, WON'T YOU, DEAR? AND ALWAYS MIND YOUR TEACHERS EVEN WHEN YOU DON'T UNDERSTAND THEIR REASONS.

SOUND: MUSIC UP AND UNDER (COMICAL TO NEUTRAL).

NARRATOR: BUT WHEN FATHER FINALLY RETURNED TO TAKE CATHY TO THE BOARDING SCHOOL HIS ATTITUDE HAD CHANGED.

SOUND: MUSIC OUT.

JUDGE: DO YOU WANT TO GO, DAUGHTER? ARE YOU SURE YOU WANT TO GO?

CATHY: YES, PAPA.....I'M SURE.

JUDGE: IT'S NOT TOO LATE, CHILD.....

CATHY: I WANT TO GO, PAPA.

JUDGE: YOU SEE...I DON'T WANT...I REALLY DON'T WANT TO
RUSH YOU OFF YOUR FEET....YOU OR YOUR MOTHER.
WHEN I GOT HOME LAST NEW YEAR'S AND FOUND YOU A
WOMAN....OR GROWN UP TO LOOK LIKE ONE....I WAS..
..WELL....RUSHED OFF MY FEET.

CATHY: OH, PAPA.....

JUDGE: IT WILL DO NO HARM TO WAIT ANOTHER YEAR....OR
TWO.

CATHY: WAIT ANOTHER YEAR! WHY...WHAT WOULD THE BOYS
THINK!

SOUND: MUSIC UP AND UNDER.

NARRATOR: AT LAST THEY MOUNTED AND WERE OFF ON THE LONG
TREK TO SALEM IN NORTH CAROLINA AND CATHY'S
BOARDING SCHOOL. TRAVELING WAS BY NO MEANS
EASY....FOR THEY HAD MANY MOUNTAINS TO CROSS
AND MANY VALLEYS, WITH THEIR SWAMPS AND RIVERS
TO CROSS. BUT WITH PERSERVERANCE AND THE
TRAINED HAND OF HER FATHER TO GUIDE HER THE
TWO SOON FOUND THEMSELVES ARRIVING IN SALEM....

SOUND: CLOCK STRIKING TWELVE...HOLD TO BACKGROUND.
MUSIC OUT.

NARRATOR: THEY COULD HEAR THE SALEM TOWN CLOCK STRIKING
NOON AS THEY RODE OVER ONE LAST BRIDGE AND
STARTED UP A LONG RED HILL. HALFWAY UP THEY
CAME TO A TAVERN AND THE MOMENT THEY DREW REIN

NARRATOR: A MAN IN A WHITE APRON CAME HURRYING OUT OF THE
CON'T TAVERN. CALLING TO A LAD.....

KEEPER: KOMMEN SIE MIT MIR, KNABEN.....

JUDGE: LISTEN, DAUGHTER. THEY SPEAK GERMAN.

NARRATOR: THE TAVERN KEEPER SUDDENLY APPEARED AROUND THE
CORNER BY THE BUILDING, GETTING INTO HIS COAT
WITH AN EAGER AND SERVICEABLE AIR.

KEEPER: HOW FAR HAVE YOU COME TODAY, SIR?

JUDGE: TOO FAR...KEEPER. TOO FAR.

KEEPER: THEN YOU AND YOUR DAUGHTER MUST BE HUNGRY.
HERE, BOY, RUN UP TO MR. KUNKLE'S AND ASK HIM
TO STEP DOWN HERE AT ONCE. TELL HIM THE NEW
PUPIL'S HERE.

BOY: RIGHT AWAY, SIR.

SOUND: FOOTSTEPS (RUNNING) (FADE OUT) FOLLOWED BY
DEATH TRUMPET.

CATHY: WHAT'S THAT! EVERYONE STANDS SO STILL.

KEEPER: THE DEATH HORNS, LITTLE ONE. THEY SOUND WHEN-
EVER THERE IS A DEATH AND EVERYONE STANDS STILL
FOR ONE MINUTE....REGARDLESS OF WHAT HE IS
DOING. BUT COME, COME....YOU MUST BE TIRED.
INTO THE TAVERN (LAUGHING) WITH YOU.

SOUND: FOOTSTEPS UP ONE STEP THEN WALKING...STOP.

JUDGE: IN MY FIVE HUNDRED MILES OF TRAVELING I HAVE NOT
SEEN AN INN LIKE THIS ONE. THE DINING ROOM, THE
BIG CHIMNEY AND THE FIRE, THESE MASSIVE TABLES,

JUDGE: THE SHINING PEWTER.....THIS IS QUITE AN
CON'T EXPERIENCE FOR ME.

CATHY: AND THE MORAVIAN SUGAR BREAD AND MORAVIAN
COFFEE.....

JUDGE: IT'S ALL EXCELLENT.

KUNKLE: (FADING IN) EXCUSE ME. YOU MUST BE CATHERINE.

CATHY: YES.....BUT.....

KUNKLE: PERMIT ME. I AM MR. KUNKLE OF THE BOARDING
SCHOOL.

CATHY: AND THIS IS MY FATHER.....JUDGE CREWS.

KUNKLE: MR. CREWS.....WELL, MISS CATHERINE, SO YOU'VE
COME TO BE EDUCATED, EH? PERHAPS YOU THINK YOU
HAVE NOT A GREAT DEAL TO LEARN. BUT YOU HAVE,
INDEED YOU HAVE! LISTEN WELL. DO YOU KNOW
WHAT A DAY KEEPER IS? NO? OR COMEAFTER? OR
THE GERMEIN HOUSE? NO....CERTAINLY YOU DO NOT.
BUT THE NEXT TIME I SEE YOU, PERHAPS YOU CAN
WALK UP TO ME, CURTSY, AND SAY TO ME: DADDY
KUNKLE, I HAVE LEARNED A GREAT DEAL SINCE THE
DAY I CAME. I HAVE LEARNED.....BUT HERE, MY
CHILD, HAVE A LOVE DROP.

CATHY: THANK YOU, SIR.

KUNKLE: AND NOW, SIR.....LET US SEE WHAT SERVICE I CAN
RENDER YOU.

JUDGE: WELL, FIRST OF ALL, WE'D LIKE TO VISIT THE
SCHOOL AND CALL ON THE PRESIDENT.....

KUNKLE: THE INSPECTOR....THE HEAD OF THE SCHOOL WE CALL THE INSPECTOR. YOU SHALL CALL ON HIM, OF COURSE. I WILL ARRANGE IT MYSELF. AND I WILL SHOW YOU, SIR, OVER THE SCHOOL, THE CHURCH, THE TOWN. THAT IS WHAT I AM HERE FOR. BUT YOUR DAUGHTER, MISS CATHERINE, MUST STAY HERE WITH THE TAVERN KEEPER'S WIFE UNTIL WE HAVE MADE ARRANGEMENTS FOR HER ENTRANCE IN THE SCHOOL. THEN TWO OF THE TUTORESSES WILL CALL HERE FOR HER LATER IN THE DAY.

CATHY: I HAVE TO WAIT HERE....WITHOUT PAPA?

KUNKLE: YES, MY DEAR. THERE IS NO TIME LIKE THE PRESENT TO GET USED TO BEING AWAY FROM YOUR PARENTS. I SHALL BE HAPPY TO SERVE YOU, SIR, IN WHATEVER BUSINESS YOU MAY WANT TO TRANSACT BEFORE LEAVING....SUCH AS BUYING SUPPLIES FOR YOUR HOMEWARD JOURNEY, DISPOSING OF YOUR EXTRA MOUNT....IT IS NECESSARY TO SELL? OH, DEAR ME, YES. SHE WOULD NEVER BE ALLOWED TO RIDE. THEY NEVER LEAVE THE SCHOOL EXCEPT FOR A WALK IN THE AFTERNOON WITH THE TUTORESSES. THE SADDLE? OH, THAT CAN BE HUNG UP IN THE SCHOOL SADDLE ROOM, FOR SOME SWEET DAY SHE'LL BE WANTING IT AGAIN, EH, MISS CATHERINE? AND WHEN THE DAY FOR GOING HOME DOES COME AROUND, SIR, YOU'D HARDLY BELIEVE WHAT A HURRY THEY ALL ARE IN. OH, MISS CATHERINE

KUNKLE:
CON'T

WILL BE GLAD ENOUGH SHE'S KEPT HER SADDLE FOR
THEN. AND HOW SHE WILL CLAMOR FOR A HORSE,
LOOKING TO DADDY KUNKLE FOR IT, TOO, AS CON-
FIDENTLY AS FOR A PAPER OF LOVE-DROPS. THEY
EXPECT MIRACLES OF ME, SIR...INDEED THEY DO!
OH, UH, EXCUSE ME JUST A MOMENT, SIR.....
(FADING OUT)

SOUND: QUICK FOOTSTEPS OUT.

CATHY: WHEW! I HOPE HE DOESN'T TALK THAT MUCH ALL
THE TIME.

JUDGE: (LAUGHING) WELL, IN ROME WE HAVE TO DO LIKE
THE ROMANS, EH, LITTLE DAUGHTER?

CATHY: WELL, I WON'T CALL HIM DADDY KUNKLE!

SOUND: MUSIC UP AND OUT...FOLLOWED BY GIRLS GIGGLING.

SECOND GIRL: WHY HAVE YOU GOT ALL THESE TUCKS IN YOUR
CLOTHES.....GIRL?

CATHY: TO GIVE ME GROWING ROOM.

FIRST GIRL: YOU MUST EXPECT TO STAY HERE A LONG TIME.....
GIRL.

SECOND GIRL: OR DO YOU GROW FASTER THAN ANYBODY ELSE?

FIRST GIRL: ARE YOU A GIANTESS....TUCKS!

SOUND: LAUGHTER FOLLOWED BY MUSIC UP AND OUT.

MIRANDA: (WHISPER) YOU DON'T RECOGNIZE ME, DO YOU?

CATHY: I'M AFRAID I DON'T.

MIRANDA: HUSH! NOT OUT LOUD. WE'LL BOTH HAVE TO LEARN
A PUNISHMENT LESSON. THAT WOULD BE A TERRIBLE

MIRANDA:
CON'T

BEGINNING. (PAUSE) I TRIED TO SPEAK TO YOU
IN THE SIDE-ROOM LAST NIGHT....BUT YOU TURNED
AWAY.

CATHY:

I'M SORRY.

MIRANDA:

THAT'S ALL RIGHT. SHALL I TELL YOU A SECRET?

CATHY:

OH! PLEASE DO.

MIRANDA:

I ASKED THAT YOU SHOULD BE MY DAY KEEPER.

CATHY:

YOU ASKED FOR ME! BUT HOW COULD YOU....I MEAN..
..WHY SHOULD YOU?

MIRANDA:

I DID. I USED TO HAVE LYDIA BASSETT. SHE'S THE
GIRL THAT MADE FUN OF YOUR CLOTHES LAST NIGHT.

CATHY:

BUT WHY ASK FOR ME? YOU DON'T EVEN KNOW ME.

MIRANDA:

I KNOW YOU A LITTLE. I KNOW YOU HAVE SPUNK.
YOU DIDN'T CRY WHEN LYDIA WAS MAKING THE WHOLE
ROOM OF COMPANY LAUGH AT YOUR CLOTHES. MOST
NEW GIRLS WOULD CRY. BUT YOU TALKED RIGHT
BACK TO HER. I ADMIRE SPUNK MORE THAN ANYTHING
ELSE IN THE WORLD. I HAVEN'T ANY MYSELF....NOT
A SCRAP. BUT I LIKE IT IN OTHER PEOPLE...IN
YOU.

CATHY:

WHAT DOES IT MEAN TO BE DAY KEEPERS?

MIRANDA:

DAY KEEPERS MUST WALK SIDE BY SIDE IN THE LINE
ALWAYS....TO THE DINING ROOM...TO THE SLEEP
HALL...TO CHAPEL...CHURCH...AND WHEREVER THE
SCHOOL GOES ON ITS AFTERNOON WALKS. IN OTHER
WORDS, SHE IS YOUR CONSTANT COMPANION.

CATHY: WELL...MAYBE YOU'LL WANT TO CHANGE DAY KEEPERS.

MIRANDA: OH, NO I WON'T.

CATHY: MAYBE.

MIRANDA: NO! I WANT TO BE YOUR DAY KEEPER FOREVER AND EVER.

CATHY: I DON'T WANT YOU TO CHANGE COMPANIONS, EITHER.

MIRANDA: TUCKS...WHAT DO YOU LIKE BEST ABOUT SCHOOL?

CATHY: BEING ABLE TO TALK TO YOU. IF IT WEREN'T FOR COME-AFTERS I DON'T KNOW WHEN THE SCHOOL WOULD LET US TALK.

MIRANDA: ME, TOO.

CATHY: NOW LET'S TELL WHAT WE HATE MOST.

MIRANDA: YOU FIRST!

CATHY: NO! I TOLD FIRST BEFORE.

MIRANDA: WELL, LET'S SEE. OH, I KNOW. IT'S HAVING TUTORESSES TELL ME HOW MUCH BETTER MY SISTER, REBECCA, DID EVERYTHING WHEN SHE WAS MY AGE.

CATHY: I USED TO THINK IT WOULD BE JUST PERFECT TO HAVE A SISTER. BUT I CAN SEE NOW THAT IT HAS SOME DISADVANTAGES.

MIRANDA: YOU HAVEN'T TOLD ME WHAT YOU HATE MOST.

CATHY: WELL, GIVE ME A MOMENT TO THINK. AT FIRST IT WAS THE RULES. BUT I DON'T MIND THEM MUCH NOW. I HATE PENMENSHIP, OF COURSE. BUT AFTER ALL IT'S ONLY AN HOUR A DAY. I TELL YOU WHAT IT IS I HATE...IT'S NEVER BEING ALONE.

MIRANDA: CATHY!

CATHY: I MEAN...HAVING TO DO EVERYTHING...EVEN UNDRESS
...BEFORE THE TEACHERS AND THE ROOM COMPANY.

MIRANDA: THE TEACHERS AND ROOM COMPANY...NOT DAY KEEPERS.

CATHY: OF COURSE NOT! WE SHOULD SHARE EVERYTHING.

MIRANDA: EVEN LETTERS.....

CATHY: YES.....EVEN LETTERS.

MIRANDA: THEN, WHEN ARE YOU GOING TO READ YOUR LETTER?

CATHY: OH! MOTHER'S LETTER. I FORGOT.

SOUND: RATTLING PAPER.

CATHY: LET'S SEE....I GOT DOWN TO....HERE IT IS. THE
PART BEFORE DIDN'T SAY MUCH. LET'S SEE...SHE
SAYS....(READING) THERE WAS A DREADFUL FRESH
THE VERY DAY YOU RODE AWAY. ALL THE CREEKS
WERE UP. ONE OF THE SANDYHURST NEGROES WAS
DROWNED CROSSING BIG SANDY THAT EVENING. I
SLEPT HARDLY A WINK THINKING OF MY TWO PRECIOUS
TRAVELERS. MR. JONES IS PLANTING THE SOUTH
HALF IN CORN THIS YEAR INSTEAD OF COTTON....WE
HAD NEW PEAS FOR DINNER TODAY AND HOW I DID
WISH YOU WERE HERE TO SHARE THEM. CHARLIE'S
INTEREST IN A SMALL MISS VISITING AT SYCAMORE'S
MAKES HIM WASH HIS HANDS WITHOUT BEING TOLD....
TOM IS WORKING HARD AND MR. WRENN SENDS IT AS A
MESSAGE TO YOU THAT HE HOPES WE'LL BE GETTING
HIM OFF IN YOUR DIRECTION EARLY IN SEPTEMBER.

CATHY: (STOP READING) OH, MIRANDA! HE'S REALLY
CON'T COMING! TOM'S COMING! EARLY IN SEPTEMBER!

SOUND: MUSIC UP AND UNDER.

NARRATOR: AND SO CATHY, WITH MIRANDA AS HER DAY KEEPER,
FORGOT THE UNPLEASANT THINGS THAT BEING AWAY
FROM HOME HAD THRUST UPON HER. AS THE YEARS
PASSED, CATHY ENJOYED, MORE AND MORE, THE LIFE
OF A BOARDING SCHOOL STUDENT IN SALEM, NORTH
CAROLINA.

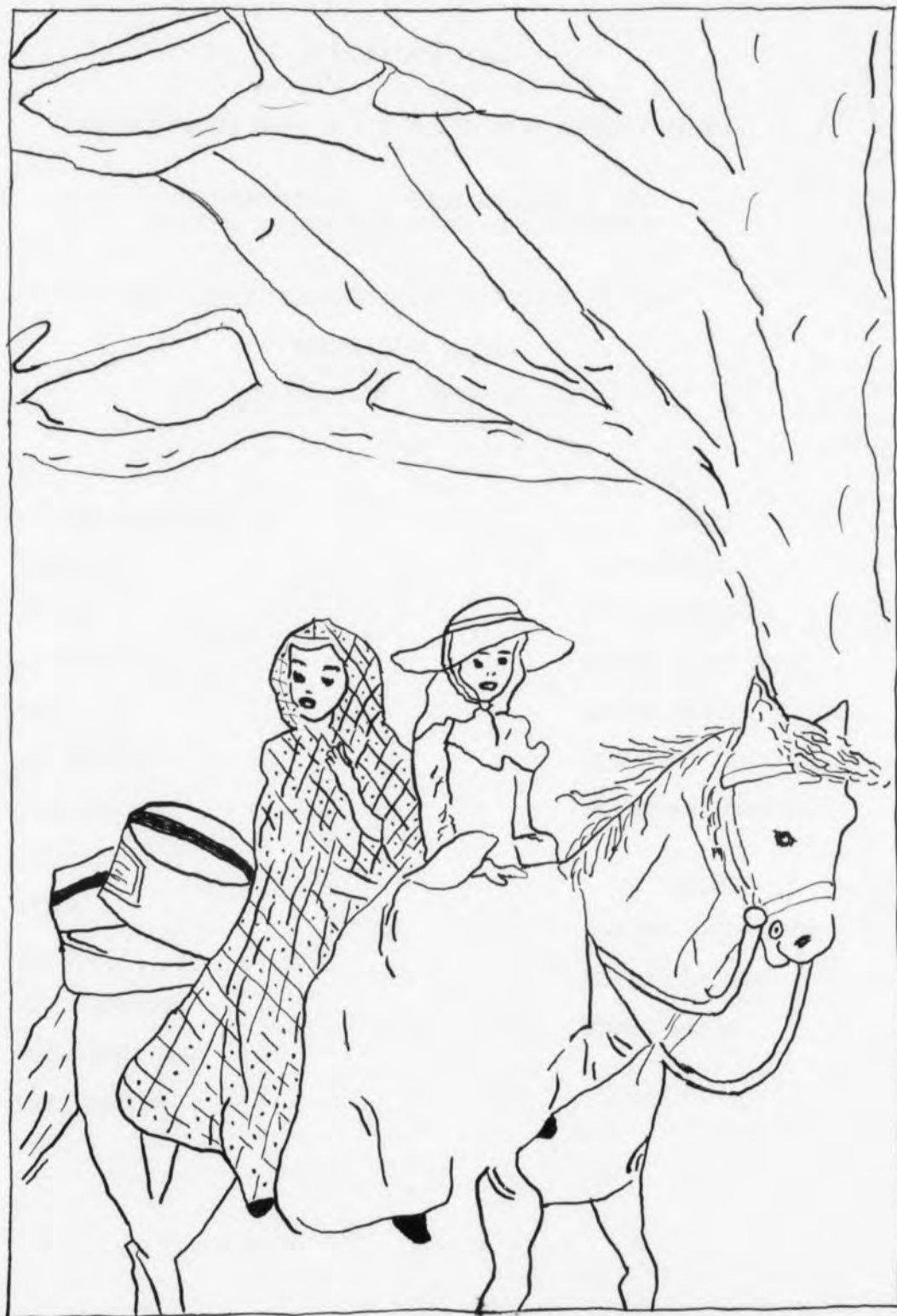
SOUND: MUSIC UP AND OUT.

ANNOUNCER: TODAY YOU HAVE HEARD THE THIRD IN A NEW SERIES
OF IN-SCHOOL BROADCASTS FOR THE FIFTH, SIXTH
AND SEVENTH GRADES, TELLING OF BOYS AND GIRLS
WHO HAD A PART IN NORTH CAROLINA HISTORY.
TODAY'S STORY WAS "LITTLE MISS CAPPO" WRITTEN
BY FRANCES GAITHER AND ADAPTED FOR RADIO BY
ALICE LAND. THOSE TAKING PART WERE:

MUSIC WAS PLAYED BY
SOUND EFFECTS WERE BY
THE PRODUCTION WAS UNDER THE DIRECTION OF
LISTEN AGAIN NEXT WEEK FOR "MEGGY MACINTOSH"...
THE STORY OF A GIRL IN SEARCH FOR THE SCOTCH
HIGHLANDER FLORA MACDONALD.

SOUND: MUSIC UP AND OUT.

ANNOUNCER: THIS IS THE JOURNAL SENTINEL STATION.



CORRELATION SHEET

NORTH CAROLINA STORIES FOR THE UPPER ELEMENTARY GRADES

MEGGY MACINTOSH: A HIGHLAND GIRL IN THE
CAROLINA COLONY JUST BEFORE THE REVOLUTION

RADIO SCRIPT PREPARED BY ALICE THORNHILL LAND

FOREST PARK SCHOOL

WINSTON-SALEM, NORTH CAROLINA

1949

CAST OF CHARACTERS

NARRATOR

WILLIE

ALEXANDER

MEGGY

MR. CLAYTON

MISS CAMERON

EWAN MCNIEL

ALICE

PHEREBEE

DAVID MALCOLM

FLORA MACDONALD

MRS. MALCOLM

SOUND

CROWD NOISE

WATER SPLASHING

CANDLE BLOWN OUT

LETTER OPENED

FOOTSTEPS (WALKING)

FOOTSTEPS (RUNNING)

MUSIC

THE OLD NORTH STATE

MUSICAL BRIDGES

SCOTCH DANCE

NORTH CAROLINA STORIES FOR THE UPPER GRADES

Story: Meggy McIntosh: A Highland Girl in the Carolina Colony Before the Revolution

Author: Elizabeth Janet Gray

Illustrator: Marguerite De Angeli

Publisher: The Viking Press

Introduction

These correlation sheets are sent out several weeks in advance of the broadcasts so that the books may be collected, displayed, read, and preparations made for the in-school listening period.

Pre-Broadcast Discussion

This story tells how a brave Scotch girl of fifteen ran away from Edinburgh and sailed to America, in the year 1775. It was her intention to join the rescuer of Bonnie Prince Charlie and Flora Macdonald, who then lived in North Carolina. The story is one of brave adventure, and is valuable as colonial history, giving a vivid picture of the Scottish emigrants who settled in the Carolinas before the Revolution. After months Meggy had her wish, and lived for a time with her heroine, but when a chance came to help some one who had once been kind to her, she went back to Wilmington. There romance overtook her and her wanderings came to a happy end.

Dictionary Study

Directions: Use reference books or dictionary to be able to discuss these words:

Prince Charlie	Gaelic	Militia	nankeen
Flora Macdonald	claymore	Loyalists	sulkies
Robert Rowan	sangaree	Tories	syllabubs
sarsenet	pomatum	Whigs	periwigs

Geography Study

Directions: Use map or globe to locate these places:

Edinburgh	Bunker Hill	Cape Fear River	Culloden
Wilmington	Beaver Creek	Scotland	Cross Creek

Post-Broadcast Discussion

How old was Meggy MacIntosh when she left Edinburgh?

In what year did she come to America?

What did she intend to do upon her arrival in North Carolina?

What was Meggy doing at the beginning of the story?

What time of the year did the story take place?

What was happening at the creek as the story began?

Who was Meggy's friend?

What kind of person was he?

Name Meggy's chief characteristics.

Describe Flora Macdonald.

What kind of person was Flora Macdonald?

How did the story end?

Something About the Author: Elizabeth Janet Gray

Elizabeth Janet Gray found fascinating material when she went to live for a time in Chapel Hill, North Carolina. She explored the back country, dug into old records, and saw the beautiful country peopled with generations for whom life changed with the times.

For Elizabeth Gray, history is always people, and as she was young herself it naturally came to her to imagine what life would have been to a young girl in the Carolina country in the early days of Charles Town--1720--on, just before the Revolution. This book is a social addition to social history. It recreates the spirit of the place and it is a good spirit.

Conclusion

The story of Flora Macdonald and the Highland clansmen in America, so little known outside of the state of North Carolina, is one of the most romantic and fascinating episodes of that period of American history.

Alice Thornhill Land
Forest Park School
Winston-Salem, N. C.

MEGGY MACINTOSH

CAST

NARRATOR
WILLIE
ALEXANDER
MEGGY
MR. CLAYTON
MISS CAMERON
EWAN MCNIEL
ALICE
PHEREBEE
DAVID MALCOLM
FLORA MACDONALD
MRS. MALCOLM

SOUND

CROWD NOISE
WATER SPLASHING
CANDLE BLOWN OUT
LETTER OPENED
FOOTSTEPS (WALKING)
FOOTSTEPS (RUNNING)

MUSIC

THE OLD NORTH STATE
MUSICAL BRIDGES
SCOTCH DANCE

Alice Thornhill Land
Forest Park School
Winston-Salem, N. C.

MEGGY MACINTOSH

THEME: "THE OLD NORTH STATE" UP FULL ONE CHORUS, THEN
FADE.

ANNOUNCER: TODAY THE COMMUNITY RADIO COUNCIL BRINGS YOU
THE FOURTH STORY OF A NEW SERIES OF IN-SCHOOL
BROADCASTS FOR THE FIFTH, SIXTH AND SEVENTH
GRADES. THE JOURNAL SENTINEL STATION IS PLEASED
TO PROVIDE FREE TIME FOR THESE TRUE STORIES OF
BOYS AND GIRLS WHO HAD A PART IN THE EARLY
HISTORY OF NORTH CAROLINA; AND WHOSE STORIES
HAVE BEEN PUT INTO BOOKS FOR THE PLEASURE OF
OTHERS OF THEIR AGE. EACH WEEK WE WILL SHOW
YOU THAT HISTORY IS MADE BY BOYS AND GIRLS LIKE
YOURSELF, AS WELL AS BY STATESMEN AND GENERALS.

OUR STORY TODAY IS THAT OF MEGGY MACINTOSH...A
HIGHLAND GIRL IN THE CAROLINA COLONY. "MEGGY
MACINTOSH" WAS WRITTEN BY ELIZABETH JANET GRAY
AND WAS ADAPTED FOR RADIO BY ALICE LAND.

SOUND: "THE OLD NORTH STATE" UP FULL TO OUT.

NARRATOR: MEGGY MACINTOSH HAD A GENTLE MANNER AND AN AD-
VENTUROUS SPIRIT INHERITED FROM HER FATHER WHO
HAD FOUGHT FOR PRINCE CHARLIE. BUT THERE WAS

NARRATOR: NO ADVENTURE IN EDINBURGH WHERE MEGGY WAS THE NEGLECTED WARD OF HER TITLED UNCLE. SO SHE RAN AWAY TO NORTH CAROLINA TO FIND HER HEROINE, THE CELEBRATED FLORA MACDONALD. MEGGY REACHED WILMINGTON IN MARCH, 1775, AT THE AGE OF FIFTEEN. MEGGY TRAVELED TO AMERICA WITH A MISS CAMERON AND HER TWO NEPHEWS, WILLIE AND ALEXANDER, AND EWAN MCNIEL, WHO WAS OUT TO SEEK HIS FORTUNE IN AMERICA.

SOUND: CROWD NOISE. SHOUTS OF ANCHORING A BOAT.

WILLIE: WILL HE COME TO MEET US?

ALEXANDER: (QUICK) DO YOU THINK HE'LL BE HERE TO MEET US, MEGGY?

MEGGY: I AM SURE HE WILL, LADDIES.

ALEXANDER: I DON'T SEE HIM ANYWHERE.

MR. CLAYTON: I BEG YOUR PARDON. ARE YOU MISS CAMERON?

MISS CAMERON: YES, I AM.

MR. CLAYTON: I AM MR. CLAYTON....YOUR BROTHER HAS BEEN DETAINED UPON HIS PLANTATION. HE SENT AN EXPRESS TO ME...BIDDING ME MEET YOU AND CARRY YOU TO MY HOUSE. HE BEGS YOU WILL STAY THERE UNTIL HE CAN SEND A CONVEYANCE FOR YOU AND THE LADS.

MISS CAMERON: THIS IS VERY KIND OF YOU. BUT LET ME INTRODUCE MY YOUNG FRIEND HERE....MISS MEGGY MACINTOSH.....

MR. CLAYTON: SERVANT, MA'M.

MISS CAMERON: AND ME. EWAN MCNIEL.

MR. CLAYTON: SERVANT, SIR. YOU, I BELIEVE, ARE THE YOUNG GENTLEMAN WHOM MR. CAMPBELL IS EXPECTING. YOU ARE TO LODGE WITH HIM. I MAKE NO DOUBT HE WILL BE HERE ANY MOMENT.

EWAN: YES.....AND MEGGY?

MISS CAMERON: MISS MACINTOSH IS WITH ME.

MR. CLAYTON: OH...SURELY, SURELY, WE SHALL BE HONORED TO HAVE HER WITH US. MY DAUGHTERS WILL TAKE CARE OF HER. (SHOUTING) HERE, BOY! GATHER UP THE LUGGAGE.

BOY: YES SIR!

EWAN: (WHISPER) YOU AREN'T FRIGHTENED, ARE YOU, MEGGY?

MEGGY: NO! ARE YOU?

EWAN: NO. I'LL SEE YOU IN THE MORNING.

SOUND: MUSIC UP AND OUT.

MR. CLAYTON: MISS CAMERON...CHILDREN...MY WIFE, MRS. CLAYTON.

MRS. CLAYTON: WE ARE SO PLEASED TO HAVE YOU.

MR. CLAYTON: AND HERE IS A SURPRISE GUEST FOR THE GIRLS. MEGGY MACINTOSH.

MRS. CLAYTON: WELCOME, MY CHILD. DEAR ME YOU MUST BE TIRED OUT AFTER SUCH A LONG TRIP.

MR. CLAYTON: AND THESE ARE MY GIRLS. ALICE.....

ALICE: HELLO.

MR. CLAYTON: AND PHEREBEE.....

PEREBEE: HELLO.

MRS. CLAYTON: CARRY MEGGY UP TO YOUR ROOM, CHILDREN. I'LL HAVE CUFFEY BRING HER BAGS. NOW DON'T YOU ALL GET TO TALKIN' UP THERE. SUPPER IS GOIN' TO BE READY SOON. MISS CAMERON, IF YOU'LL COME WITH ME.

SOUND: MUSIC UP AND OUT FOLLOWED BY WATER SPLASHING.

PEREBEE: AND YOU'VE COME ALL THE WAY FROM EDINBURGH!

ALICE: I SUPPOSE IT'S GAY THERE.

MEGGY: IT WASN'T FOR ME. MY COUSIN, VERONICA, WHO IS BEAUTIFUL, WAS VERY GAY. SHE WAS ALWAYS GOING TO ROUTS AND BALLS AND CONCERTS. BUT I WAS TOO YOUNG. AND BESIDES, NOBODY WANTED ME TO GO.

ALICE: HERE'S A TOWEL.

SOUND: STOP WATER SPLASHING.

MEGGY: THANKS.

ALICE: IT'S TOLERABLE GAY IN WILMINGTON. OR IT WAS, UNTIL THE COMMITTEE OF SAFETY FORBADE BALLS AND PARTIES.

MEGGY: WHY DID THEY DO THAT?

PEREBEE: WHY, DIDN'T YOU KNOW? NO...I DON'T SUPPOSE YOU DID, HAVING BEEN ON A BOAT ALL THIS TIME. HANG THE TOWEL ON THE DOOR. WHY THINGS HAVE COME TO A SHOCKING PASS BETWEEN THE COLONIES AND THE KING. THEY'VE LANDED ENGLISH TROOPS IN BOSTON,

PHEREBEE:
CON'T

AND SOME SAY THAT GOVERNOR MARTIN HERE IS
PREPARING TO ROUSE THE SLAVES TO REVOLT AGAINST
THEIR MASTERS. IT MAY EVEN COME TO WAR. IT IS
NOT TIME FOR BALLS AND PARTIES.

ALICE:

SHUSH!

PHEREBEE:

BUT...I FORGOT...FOR A MINUTE THAT YOU WERE
FRESH FROM SCOTLAND. IT MAY BE THE KING WILL
SEE THE LIGHT AND DO JUSTLY BY HIS SUBJECTS IN
THE COLONIES.

MEGGY:

I HAVE SMALL LOVE MYSELF FOR THE HOUSE OF
HANOVER.

ALICE:

WE BETTER HURRY. SUPPER WILL BE COLD AND
MOTHER WILL BE UP HERE AFTER US. WE CAN TALK
AFTER WE GO TO BED. BESIDES YOU HAVE NOT TOLD
US WHY YOU ARE HERE IN NORTH CAROLINA.

SOUND:

MUSIC UP AND OUT. CANDLE BLOWN OUT.

ALICE:

NOW WE CAN TALK. TO THINK...YOU CAME ALL THE
WAY TO AMERICA JUST TO MEET FLORA MACDONALD.

PHEREBEE:

YOU ARE BRAVE! DID YOU KNOW SHE WAS HERE IN
WILMINGTON LAST AUGUST? THERE WAS A BIG BALL
IN HER HONOR. EVERYONE FROM THE PLANTATIONS
CAME TO SEE HER. IT WAS SO GAY!

MEGGY:

YOU ACTUALLY SAW FLORA MACDONALD! OH! TELL
ME ABOUT HER!

PHEREBEE:

SHE WAS BEAUTIFUL....AND SO YOUNG LOOKING. SHE
DANCED LIKE A GIRL. THERE WAS A CROWD OF

PHEREBEE: PEOPLE HOVERING ABOUT HER EVERY SECOND. WE
 CON'T THOUGHT OF HER AS HARDLY ANY OLDER THAN WHEN
 SHE RESCUED BONNIE PRINCE CHARLIE, DIDN'T WE,
 ALICE?

ALICE: YES.....AND KINGSBURGH MACDONALD...HER
 HUSBAND...WAS A WELL-LOOKING GENTLEMAN, TOO.
 QUIET IN HIS MANNERS. BUT BLACK-HAIRED AND
 ERECT. HE WORE A BLUE COAT AND BROWN KILTS.
 THEY'VE GONE FROM HERE NOW.....SOMEWHERE IN
 THE BACK COUNTRY.

MEGGY: (DISMAY) THE BACK COUNTRY?

PHEREBEE: BUT YOU MUST STAY WITH US UNTIL YOU FIND A WAY
 TO GO TO HER.

SOUND: MUSIC UP AND UNDER.

NARRATOR: EVER SINCE SHE WAS A LITTLE GIRL IT HAD BEEN
 MEGGY'S WAY, WHEN EVENTS WENT A LITTLE TOO
 QUICKLY FOR HER, TO GO OFF QUIETLY ALONE AND
 TAKE STOCK OF HERSELF. SHE HAD COME TO
 AMERICA DETERMINED TO BE INDEPENDENT AND TO
 SEEK FLORA MACDONALD. NOW SHE REALIZED THAT
 SHE MUST WAIT UNTIL THERE APPEARED A SUITABLE
 ESCORT TO TAKE HER TO THE BACKWOODS. THE WAIT
 WAS PLEASANT THOUGH, AS SHE HAD HER FRIEND
 FROM EDINBURGH, EWAN, AND HER TWO FRIENDS,
 WHOM SHE LIKED A GREAT DEAL...ALICE AND
 PHEREBEE. AFTERNOONS FOUND HAPPY GATHERINGS

NARRATOR: IN THE CLAYTON PARLOR WITH MORE OFTEN THAN
CON'T NOT TALK ABOUT THE COMING REBELLION.

SOUND: MUSIC OUT.

PHEREBEE: I CAN'T SEE WHY YOU KEEP HARPING ON FLORA
MACDONALD. FROM THE WAY YOU TALK ONE WOULD
THINK SHE HAD PERSONALLY SENT FOR YOU TO COME
OUT HERE AND STAY WITH HER.....AND AS A MATTER
OF FACT I DON'T SUPPOSE SHE SO MUCH AS KNOWS
OF YOUR EXISTENCE.

MEGGY: (LAUGHING) I DON'T SUPPOSE SHE DOES. BUT I
HAVE HEARD OF HER ALL MY LIFE, AND I WANT TO
SEE HER.

EWAN: I WONDER IF THE HARDSHIPS OF THE BACK COUNTRY
WILL STOP THOSE EYES FROM SHINING....NO....I
DON'T THINK SO. MEGGY, YOU ARE VASTLY IMPROVED
IN AMERICA.

ALICE: OF COURSE, IF YOU WISH TO GET INTO A VERITABLE
HORNET'S NEST OF LOYALISTS, THAT IS THE PLACE
TO GO. YOUR FLORA MACDONALD AND HER HUSBAND
AT THIS MOMENT ARE BUSILY ENGAGED IN RAISING
AN ARMY OF WILD HIGHLANDERS TO MARCH DOWN UPON
US. YOU KNOW YOURSELF, MEGGY, THAT IT WAS TO
SHUT OFF COMMUNICATION BETWEEN ALLEN MACDONALD
AND THE GOVERNOR THAT OUR MEN BURNED DOWN FORT
JOHNSON AND DROVE HIS EXCELLENCY TO TAKE REFUGE
ON THE CRUIZER.

PHEREBEE: THERE IS ONE PERSON IN CROSS CREEK WHO IS A GOOD PATRIOT.....OUR GOOD COUSIN DAVID MALCOLM. YOU MADE A CONQUEST THERE! HE WILL HELP YOU GET TO THE BACK COUNTRY.

ALICE: I CAN'T SEE WHY PEOPLE WHO FOUGHT WITH EVERYTHING THEY HAD AGAINST GEORGE THE SECOND IN PRINCE CHARLIE'S DAY, AND LOST EVERYTHING THEY HAD, TOO.....SHOULD BE SO LOYAL TO GEORGE THE THIRD.

MEGGY: MANY OF THEM, I SUPPOSE, ARE AFRAID TO FIGHT AGAINST THE KING. AND MANY OF THEM HAVE TAKEN THE OATH OF ALLEGIANCE.

ALICE: WHAT'S THAT?

MEGGY: THOSE WHO CAME TO AMERICA AFTER '47 WERE FORCED TO SWEAR ALLEGIANCE TO THE KING, AND MR. CAMERON SAYS THAT THE GOVERNOR HAS REVIVED THE OATH AND COMPELS NEW EMIGRANTS FROM SCOTLAND TO TAKE IT NOW. IT IS A TERRIBLE OATH. IT GOES LIKE THIS.....(AS THOUGH REMEMBERING) MAY I BE CURSED IN MY UNDERTAKINGS, FAMILY AND PROPERTY; MAY I NEVER SEE MY WIFE AND CHILDREN, FATHER, MOTHER OR RELATION; MAY I BE KILLED IN BATTLE AS A COWARD, AND LIE WITHOUT CHRISTIAN BURIAL IN A STRANGE LAND, FAR FROM THE GRAVES OF MY FOREFATHERS AND KINDRED....MAY ALL THIS COME ACROSS ME IF I BREAK THIS OATH.

PHEREBEE: OHHHH!

ALICE: MERCY ON US, MEGGY. HAVE YOU TAKEN THIS OATH?

PHEREBEE: MEGGY, TELL US, JUST WHERE DO YOU STAND REALLY?
WHICH SIDE ARE YOU ON.....OR ARE YOU STRADDLING
THE FENCE?

MEGGY: I HAVE BEEN IN THIS COUNTRY FIVE MONTHS. AT
FIRST I THINK I WAS ON THE SIDE OF THE COLONIES.
BUT NOW I AM NOT SURE. IT IS A BEAUTIFUL
COUNTRY, BUT IT IS HARD TO GO AGAINST ONE'S
OWN PEOPLE. I STILL HAVE TO SEE FLORA
MACDONALD BEFORE I CAN MAKE UP MY MIND.

EWAN: FLORA MACDONALD IS NO WHIG, YOU MAY DEPEND ON
THAT, MEGGY. SHE'LL HAVE SMALL PATIENCE WITH
ALL THIS TALK OF DEFYING THE KING.

SOUND: MUSIC UP AND OUT.

MEGGY: IT CAME....IT CAME. THE LETTER I'VE BEEN
WAITING FOR.

SOUND: LETTER BEING OPENED.

MEGGY: (READING) HONORED MADAM: I WOULD NOT HAVE YOU
THINK THAT I HAD FORGOTTEN OR NEGLECTED MY
PROMISE TO HELP YOU TOWARD....IT IS BEST THAT
I WRITE NO NAMES....THE LADY OF WHOM WE SPOKE
TOGETHER. IT HAS COME TO MY KNOWLEDGE THAT
HER SON-IN-LAW WILL BE SECRETLY IN WILMINGTON
ONE NIGHT OR TWO DURING THE SECOND WEEK OF THIS
MONTH, AT THE HOUSE OF DR. CORBITT. YOUR

MEGGY:
CON'T

HUMBLE AND OBEDIENT SERVANT, DAVID MALCOLM.
P. S. PRAY DESTROY THIS LETTER. ANYONE CAN
DIRECT YOU TO OUR HOUSE, SITUATED NEAR THE
COOL SPRING. (STOP READING) (EXCITED) AT
LAST! AT LAST I WILL SEE FLORA MACDONALD.
I'VE GOT TO TELL ALICE AND PHEREBEE.

SOUND: MUSIC UP AND OUT.

ALICE: (EXCITED) WHAT DID COUSIN DAVID WRITE TO YOU
ABOUT, MEGGY?

PEREBEE: YES...HURRY. WHAT WAS IT?

MEGGY: 'TIS TOO LONG A TALE TO TELL NOW....

ALICE: OH, MEGGY.....

MEGGY: WELL, I CAN'T READ IT ALL.....

PEREBEE: AHHHHHH!

MEGGY: BUT HE DID SAY HE COULD GET ME TO THE BACK
COUNTRY. AND I AM GOING TO DAVID'S PLANTATION.
AFTER SEVEN MONTHS...CROSS CREEK....THEN
FLORA MACDONALD.

SOUND: MUSIC UP AND OUT.

DAVID: MEGGY....DO YOU STILL WISH TO GO?

MEGGY: YES, I MUST GO AS SOON AS I HAVE AN OPPORTUNITY.
I HAVE TARRIED OVERLONG ALREADY.

DAVID: WELL, FLORA MACDONALD HAS SENT WORD THAT A
WELCOME AWAITS YOU AT KILLIEGRAY.

MEGGY: WHEN CAN WE START?

DAVID: SOON. YOU KNOW, I HAVE BEEN REMISS ABOUT
HELPING YOU TO GET AWAY. I CAN'T SEEM TO

DAVID:
CON'T

REMEMBER THAT YOU ARE IN THE OTHER CAMP. I
MUST OFTEN SAY THINGS THAT MAKE YOU ANGRY.

MEGGY:

BUT I AM NOT IN THE OTHER CAMP, DAVID. AT
LEAST, I DON'T THINK I AM. ALL MY LIFE FLORA
MACDONALD HAS BEEN MY HEROINE, AND IT WAS
BECAUSE SHE WAS IN AMERICA THAT I RAN AWAY.
DEEP IN MY HEART I HAVE ALWAYS THOUGHT...AND
I STILL THINK....THAT THE SIDE OF THE
COLONIES IS THE SIDE OF FREEDOM. NOW I FIND
FLORA MACDONALD ORGANIZING THE HIGHLAND
SCOTCH....MY OWN PEOPLE, DAVID! THE HIGH-
LANDERS ARE SO BRAVE AND LOYAL, AND IT'S HARD
TO BELIEVE THEM WRONG.

DAVID:

THEY AREN'T WRONG EXACTLY. BUT THEY DON'T SEE
THAT IT'S TIME TO CHOOSE BETWEEN THE OLD AND
THE NEW. THEY ARE IN AMERICA, BUT THEY CLOSE
THEIR EYES TO IT AND TRY TO PRETEND THIS BIT
OF BACKWOODS IS SCOTLAND. WELL, IT ISN'T.
THIS LOYALTY SEEMS TO ME SOMETIMES A COIN WITH
INGRATITUDE ON THE OTHER FACE OF IT.

MEGGY:

I WONDER IF THE COIN OF MY LOYALTY IS STAMPED
WITH INGRATITUDE ON THE OTHER SIDE.

DAVID:

DON'T THINK I MEAN ANYTHING AGAINST FLORA
MACDONALD. SHE'S DONE AS MUCH FOR HER OWN
PEOPLE AS ANY WHIG, AND SHE'S A WONDERFUL
WOMAN WHICHEVER SIDE SHE'S ON. SHE AND MOTHER

DAVID: THINK A GREAT DEAL OF EACH OTHER, FOR ALL
CON'T THEY DON'T SEE EYE TO EYE. I'LL FIND A WAY
TO CARRY YOU TO HER.

SOUND: MUSIC UP AND UNDER.

NARRATOR: A SERIES OF BALLS WAS BEING GIVEN THROUGHOUT
THE BACK COUNTRY AS A MEANS OF ROUSING THE
HIGHLANDERS; AT EACH OF THESE FLORA MACDONALD
APPEARED, DANCED A BIT AND SPOKE TO THE
PEOPLE IN GAELIC. ONE OF THESE BALLS AFFORDED
DAVID THE CHANCE TO KEEP HIS PROMISE. WITH
HIS MOTHER, HE ESCORTED MEGGY TO THE TORY BALL
FOR THAT MUCH DREAMED OF MEETING.

SOUND: MUSIC OUT. CROWD NOISE IN.

FLORA: SO THIS IS MEGGY MACINTOSH AT LAST! WHY, YOU'RE
SCARCE BIGGER THAN OUR DAUGHTER FANNY! AND
YOU'VE TRAVELED ALL THE WAY BY YOURSEL' TO SEE
ME...RUN AWAY FROM EDINBURGH AND YOUR AUNT AND
UNCLE KEITH AND COME UPON TROUBLED TIMES IN
THE COLONIES.

MEGGY: I'VE COME A LONG DISTANCE FOR THIS.

FLORA: PUIR LASS....AND BEEN WEARY AND ILL INTO THE
BARGAIN. WELL, I'LL TAKE YOU HOME WI' ME TO-
NIGHT IF YOU CAN BE SPARED. BUT, MEGGY, HERE'S
A LASS WISHING YOU FOR A PARTNER IN THE DANCE.

SOUND: SCOTCH DANCE UP FULL. SEGUE TO NEUTRAL BRIDGE
TO OUT.

DAVID: SO YOU'RE GOING HOME WITH FLORA MACDONALD!
TO THE OTHER CAMP!

MEGGY: SO SHE SAYS. IS SHE NOT A WONDERFUL PERSON,
DAVID!

DAVID: MEGGY.....NEVER MIND.

MEGGY: I'LL BE ALL RIGHT...AND I'LL HAVE HER DAUGHTER
AS A COMPANION. WASN'T THAT A STIRRING TALK
SHE GAVE?

FANNY: (FADING IN) WE HAVE TO GO NOW. MOTHER WISHES
TO GET HOME EARLY.

MEGGY: ALL RIGHT, FANNY. I'LL BE RIGHT THERE. I
WANT TO SAY GOODBY TO DAVID.

SOUND: FOOTSTEPS OFF.

DAVID: YOU'RE GOING TO KILLIEGRAY. WE'LL MISS YOU.
YOUR THINGS WILL BE IN READINESS AND I'LL SEE
IF I CAN FIND A WAY TO GET THEM TO YOU. IF
YOU WISH TO COME BACK TO US FOR ANY REASON, THE
LATCHSTRING IS ALWAYS OUT FOR YOU. NOW, YOU'D
BETTER RUN; THEY'RE WAITING FOR YOU.

SOUND: FOOTSTEPS (RUNNING).

MEGGY: I HOPE I DIDN'T KEEP YOU.

FLORA: I'M GOING TO SEND FANNY HOME IN THE CHAISE WITH
ANNIE AND ALEXANDER. YOU CAN RIDE PILLION
BEHIND ME, MEGGY. ALLEN AND THE LADS HAVE
THEIR HORSES. NOW WE CAN GO TO KILLIEGRAY.

SOUND: MUSIC UP AND UNDER.

NARRATOR: AND SO MEGGY MACINTOSH GOT WHAT SHE WANTED. INSTEAD OF TALKING TO HER OLD TUTOR IN EDINBURGH ABOUT FLORA MACDONALD....SHE WAS NOW WITH FLORA MACDONALD IN AMERICA AND IN HER VERY HOUSE. BUT SOON SHE BEGAN TO REALIZE THAT SHE WAS NOT NEEDED. THEY WERE KIND TO HER, EXPLAINED THEIR FAMILY JOKES TO HER, INCLUDED HER IN THE ACTIVITIES BUT SHE FELT THAT THEY DID NOT NEED HER. WAR SOON CAME. TROOPS, AMMUNITION, GUNS, SWORDS, PROCLAMATIONS, MEDICINE CHESTS, SUPPLY WAGONS, BATTLE CRIES, TROUBLED MEGGY. SHE LONGED TO RETURN TO DAVID AND ALICE AND PHEREBEE. IT WASN'T LONG BEFORE SHE HAD THE OPPORTUNITY TO LEAVE. BUT IT WAS BAD NEWS THAT SUPPLIED HER THE CHANCE.

SOUND: MUSIC UP AND OUT.

MEGGY: FLORA....MRS. MALCOLM IS VERY ILL AND I MUST RETURN TO HER AT ONCE.

FLORA: BUT MEGGY, YOU DON'T WANT TO GO AMONG THE WHIGS, DO YOU?

MEGGY: I PROMISED DAVID MALCOLM I'D RETURN IF HIS MOTHER EVER NEEDED ME.

FLORA: WE'RE A' BOUND BY OUR PROMISES. IF YOU MUST GO, LASS, WE'LL BID YOU GODSPEED AND HELP YE ON YOUR WAY. WE'RE FOND O' YE HERE, AND WE'LL

FLORA: MISS YE, BUT I'M SENSIBLE THAT WE DINNA NEED
CON'T YE AS SORELY AS MARY MALCOLM NEEDS YE, AND I
THINK PERHAPS YE DINNA NEED US AS YE NEED HER.

SOUND: MUSIC UP AND UNDER.

NARRATOR: MEGGY LOOKED AT FLORA MACDONALD THROUGH WET
EYES. SHE WAS A GREAT LADY, AN IDEAL FOR ANY
LASS. WHO SHOULD SAY IF HER CAUSE WERE RIGHT
OR WRONG? MEGGY ONLY KNEW THAT THOUGH SHE WAS
GLAD TO BE GOING TO CROSS CREEK, HER EYES WERE
WET WITH TEARS FOR FLORA MACDONALD.

SOUND: MUSIC UP AND OUT.

MRS. MALCOLM: DAVY WAS SURE YOU WOULD COME! OH, MY DEAR, YOU
WILL FIND THE HOUSE ALL TO PIECES. I TELL
DAPHNE WHAT TO DO AND SHE LOOKS AT ME
SOLEMNLY AND SAYS, "YASSUM, AH SHO' WILL," WITH
THE GREATEST ERNESTNESS, BUT I KNOW 'TIS ALL
GONE OUT OF HER HEAD BEFORE SHE LEAVES THE ROOM.

MEGGY: I'LL PUT EVERYTHING TO RIGHTS. AND I'LL BEGIN
WITH YOU. WOULD YOU LIKE TO HAVE YOUR HAIR
COMBED AND YOUR FACE WASHED AND YOUR BED
STRAIGHTENED?

MRS. MALCOLM: I SHOULD LIKE TO HAVE IT ALL DONE. DAVY
BROUGHT ME A BASIN OF WATER THIS MORNING FOR
MY FACE BUT I COULD NOT RAISE MY ARMS TO DO
MY HAIR.

MEGGY: WE'LL FIX THAT, RIGHT NOW.

MRS. MALCOLM: OH, MEGGY, THEY ARE GONE! DAVY RETURNED FROM WILMINGTON YESTERDAY AFTERNOON AND THIS MORNING HE AND HIS DADDY MARCHED AWAY WITH MR. ROWAN'S MILITIA. THEY'VE GONE, MEGGY, MY TWO BOYS, AND I SHAN'T HAVE AN EASY MOMENT TILL THEY ARE SAFE HOME AGAIN. I WOULD NOT KEEP THEM HERE, BUT OH, MY HEART WAS HEAVY TO SEE THEM GO!

MEGGY: DON'T YOU THINK ABOUT THAT, MRS. MALCOLM. WE JUST WANT TO GET YOU TO FEELING BETTER..... THAT'S OUR JOB.....JUST THE SAME AS DAVY'S JOB WAS TO LEAVE THIS MORNING. I'M A BIT LIKE MY AUNT KEITH. I'M A MANAGING BODY AND I NEED TO HAVE SOMETHING TO DO TO BE HAPPY.

SOUND: MUSIC UP AND UNDER.

NARRATOR: AND SO AFTER A LONG AND TEDIOUS TRIP TO KILLIEGRAY AND BACK TO MRS. MALCOLM, MEGGY ONCE MORE TOOK STOCK OF HERSELF. YES, SHE HAD AT LAST FOUND HER HEROINE BUT ALONG THE WAY SHE HAD FOUND SOMETHING ELSE....AMERICA. AND THOUGH SHE WAS A HIGHLAND GIRL, SHE NOW OWED HER LOYALTY TO THIS NEW LAND.

SOUND: MUSIC UP AND OUT.

ANNOUNCER: TODAY YOU HAVE HEARD THE FOURTH IN A NEW SERIES OF IN-SCHOOL BROADCASTS FOR THE FIFTH, SIXTH AND SEVENTH GRADES, TELLING OF THE BOYS

ANNOUNCER:
CON'T

AND GIRLS WHO HAD A PART IN NORTH CAROLINA
HISTORY. TODAY'S STORY WAS "MEGGY MACINTOSH,"
WRITTEN BY ELIZABETH JANET GRAY AND ADAPTED
FOR RADIO BY ALICE LAND. THOSE TAKING PART
WERE:

MUSIC WAS PLAYED BY
SOUND EFFECTS WERE BY
THE PRODUCTION WAS UNDER THE DIRECTION OF
LISTEN AGAIN NEXT WEEK FOR

SOUND: MUSIC UP AND OUT.

ANNOUNCER: THIS IS THE JOURNAL SENTINEL STATION.

CHAPTER V

EVALUATION AND CONCLUSIONS

Questionnaire-Survey

In order to evaluate the in-school radio program of the Winston-Salem schools, of which this study is an integral part, a survey was developed and used by the Community Radio Council of Winston-Salem, North Carolina and was conducted by Mrs. David Cayer, Chairman of the Children's Programming Committee. It was participated in by the Winston-Salem city teachers, including the writer. The following form was sent to each school:

"PRINCIPALS AND TEACHERS:

"In order to determine the supplementary value of the in-school broadcasts, sponsored by the Community Radio Council of Winston-Salem, and the use of radio as an adjunct to classroom teaching, the Children's Programming Committee would appreciate your comments on the following survey which is being conducted in the schools of our city.

"Names of principals and teachers will be used along with their comments in a mimeographed report.

"Please complete the following sheets¹ and return them to Mrs. David Cayer, Chairman of the Children's Programming Committee."

Purpose of Study

Since leading educators emphasize that radio programs must supplement books as sources of information and recreation, the

1 See Appendix A for Report Sheets.

Children's Programming Committee of the Community Radio Council of Winston-Salem, has made every effort to adapt such in-school broadcasts for classroom use. This series of programs presents a new experience with radio and books. Each book is selected because of its value for reading and because of its suitability for radio adaptation by an advisory committee of specialists in the field of children's literature.

Realizing that the use of radio with adequate teacher guides is a dynamic force in teaching proficiency and that teachers cannot be expected to use school broadcasts if they lack information about the broadcasts, correlation sheets were carefully prepared and designed so that the programs would become a part of the educational experience of the pupils.

In order to evaluate the programs presented and to determine the effects of adaptation of the series, a survey was conducted in the elementary schools of Winston-Salem at the close of the school year by the chairman. This was done with the ultimate purpose of having experienced teachers criticize the educational value of in-school broadcasts.

Evaluation of Survey

The reports received by the chairman emphasize that a great deal of educational work can be done through the medium of radio and the comments justify the following conclusions:

I. A program of in-school broadcasts

1. can become a medium for education.
2. can be correlated with the work of schools and libraries.
3. can bring pleasure and knowledge to hundreds of children.
4. can stimulate pupils whose reading habits are poor or non-existent.
5. can shape the ideas and attitudes of pupils in the development of their minds and emotions.
6. can be a contribution to the teaching art.
7. can make classroom instruction more meaningful and valuable.
8. can teach pupils to become critical radio listeners—to be selective, critical and appreciative so that they will choose good radio programs and will listen more critically to their present favorite radio programs.
9. can help to develop an awareness of the content of radio programs.
10. should be continued.

II. Efforts have been made by the school system, by parent groups, and by individuals to provide the schools with radios. In some instances, a teacher or pupil provided the radio.

III. School schedules are not an insurmountable barrier when teachers and principals feel that radio can be used effectively and can be integrated in the education of children.

IV. This new experience with radio and books widens horizons, stimulates imagination, and satisfies the need for high adventure that lives in every normal child.

V. The majority of the teachers

1. are using the school broadcasts with apparent success.
2. have developed important critical insights about classroom utilization of radio.
3. have shown remarkable ingenuity in integrating radio broadcasts with the regular school curriculum.
4. have found participation in the programs to be beneficial to the pupils.
5. request that correlation sheets be forwarded several weeks before each scheduled broadcast.

VI. Pupils have found that the programs

1. provided a new concept of "school."
2. enriched their childhood experiences.
3. can be entertaining as well as educational.

VII. Classrooms not using the broadcasts

1. lacked the basic and satisfactory equipment necessary for effective use of the program.
2. encountered school schedule difficulties.
3. did not appear interested in the programs. This was expressed in such terms as "pupils not interested," "classwork more valuable"; in other words, these teachers are not yet convinced of the educational value of the program.

VIII. Objective evidence of the value of correlating the radio programs with classroom work was exemplified by the class scrapbooks which were entered in the scrapbook contest.

Scrapbook Contest

The object of the contest was to correlate in original constructive and imaginative ways the information learned during the series of programs. Numerous and diversified methods were used in correlating broadcast and book contents with the school subjects.

Scrapbook covers ranged from the handmade wooden types engraved with wood burning and fastened with leather thongs to red satin embroidered with white lettering. Cover designs ranged from the shape of a large radio to a frieze effect depicting the book characters with groups of children gathered around a radio.

Within the scrapbooks were found table of contents, pages of dedication and introduction, book reports, biographies, limericks, creative writing, chapel programs, synopses of books, research on historical and geographical subjects, scroll, illuminated manuscript, songs with original words and music, logs of the adventures of explorers, original and correlated poems, alphabetical arrangement of new words with meanings introduced in each broadcast, radio plays, life sized murals of leading book characters, anagrams of characters and book titles, cross word puzzles and original comic strips based upon facts and episodes from stories, animated maps depicting sea routes with tiny wooden vessels complete with sails and riggings, pupils' library cards listing correlated books read, individual literary criticisms in section such as "One Man's Opinion," handmade book jackets with original synopses

printed on inside of each, time ladder in which books were personified and were walking chronologically up a ladder dated 500 A. D. through the Middle Ages, letters written to authors and publishers with answers received, pertinent newspaper and magazine articles, post cards, snapshots of class activities such as listening to broadcasts and working on scrapbook, animated map concerning authors, open letters to the Children's Programming Committee and to the Community Radio Council, animated map showing the places visited by radio and books, ironed paper to give effect of old letters and documents, art work with accompanying legends included crayon drawings, pencil and charcoal sketches, spattered prints, wall paper designs, cut outs, water colors, tempera paintings, crayon and tempera on cloth, and oils. Scrapbooks were supplemented by crafts such as a large scale fort made of burnt match sticks. There was a winner of the entire group, a second winner of the group, and honorable mention for the best contestants.

Representatives from the winning schools were interviewed in a special in-school broadcast.

Letters of Commendation

Letters of appreciation and commendation were received from teachers and pupils. We value these expressions and the Community Radio Council and the broadcasters welcome critical letters throughout the year.

Letters also expressed appreciation to those who participated in awarding the contest prizes:

Station WSJS: radio time for the broadcasts and record album awards.

Penry-Aitchison Printing Company: certificate of award to winning classes and pupils.

Silver's Department Store: frames for certificates.

Southern Dairies: ice cream parties for seven grades.

Selected Dairies: ice cream party for one school.

Book Publishers: books.

Scrapbooks were on exhibition at the headquarters of The Community Radio Council. For those in the community who are interested in children's programming for radio and who do not have the opportunity to visit the classrooms, the scrapbooks have been an invaluable aid in determining the importance of school broadcasts.

Conclusions

Any medium

which provides information

is available for general use

amplifies teaching methods

provides incentive for learning

promotes enthusiasm for cooperation

teaches pupils to be critical

and stimulated the imagination along directed channels

is a WORTHWHILE COMMUNITY ENTERPRISE.

The survey conducted by the Children's Programming Committee of the Community Radio Council has indicated:

I. the need for such programs as North Carolina Stories for the Upper Elementary Grades.

II. a favorable response by teachers and pupils alike

1. when physical facilities such as radios are available.

2. when adequate correlated material is provided in advance so that the value of the programs are enhanced by complete integration with the school curriculum.

The response of teachers and principals is indicative of the value to date as well as an indication of the possibilities which the continuance and amplification of such a program can provide.

This is supported by the following excerpts taken from characteristic comments on the survey-questionnaire. Criticism has not been deleted.

Excerpts from Comments

Comments follow the alphabetical listing by name.

Mrs. Walker Barnette, Sixth and Seventh Grades, Granville School,
Mr. Marvin Ward, principal.

"A Teacher's Testimony: The modern philosophy of education declares that we educate the whole child for more successful living. Each new experience which he enjoys enriches his personality and becomes part of his inner self. The in-school broadcasts which we have heard have educated the child for good. They have stimulated the imagination in a distinctly wholesome way. After listening to the thrilling events in the story, many youngsters have been inspired to do creative writing, based upon the broadcasts. The books were carefully selected to help the

young listener form healthy attitudes, without the usual 'preaching' which children dread. The appreciation of good literature has received a definite boost because the youngsters have discovered that this type of book can be just as exciting as a comic magazine. Having made this discovery, boys and girls have searched library shelves for books similar to those heard over the radio. Parallel reading requirements have been met more willingly, while at the same time, the pupils have assured us that they are actually enjoying their reading experience.

"This form of enrichment of the child's experience is a most desirable one because it opens new avenues of approach to literary explorations which the child has never known before. 'Something new' is always popular with sixth and seventh grade children, and each week they have anticipated the in-school broadcast eagerly. Afterwards, there is always a lively discussion during which pupils have told why they like it, what part they enjoyed most, what part they did not like, and how we could use the information in our classwork. One opinion was unanimously reached—we wish the programs would last thirty minutes instead of fifteen!

"Speaking for my fellow teachers, we hope this type of teaching will continue to be used even more widely in the future."

Miss Bessie Barnhart, Principal, Waughtown School.

"I am most delighted with the work done in our school in connection with the in-school broadcast programs! It is amazing the amount of reading, history, geography, art, good judgment, research, and appreciation that has been correlated with the broadcasts. The fifth grade made a scrapbook as a class project with 100% pupil participation.

Fourth, sixth and seventh grades have enjoyed and profitted by the correlated studies and broadcast periods also.....As in other things, the greater amount of time and effort put into a thing, the greater the value received, so our fifth grade is the greater in reward."

Miss Lillian Bennett, Fifth Grade, Fairview School, Miss Annie Laurie Lowrance, principal.

"We enjoyed the broadcasts. The class always wanted to hear more of the story... The correlated reading lists were posted in the library. Since we have only one copy of each book in the series, and since some of the books were too difficult for fifth grade readers, the children were eager to read the related books and the books by the same authors... Correlated activities resulted in an interest in a variety of subjects, cooperation in a class project, experience in reference work, and greater use of library reference materials."

Mrs. Elizabeth Blakemore, Fifth Grade, Wiley School, Mr. Ned Smith, principal.

"My class has thoroughly enjoyed the class work connected with the in-school broadcast series. It has almost been our course of study, for we have drawn upon our imagination and correlated our subject matter with the broadcasts and books. We wrote essays, limericks, poems, newspaper articles and letters in correlating English, history, geography, science, spelling and art. We composed the words and music to a song on the westward movement and prepared a chapel program... The children were so enthusiastic that they acted as though I were doing them a favor in allowing them to look up and write on a subject. The zeal and interest with which they have jumped into extra work has been amazing! ... I feel that the work has been more than justified if for no other reason

than the fact that children who never would have used the library as advantageously have volunteered to do research and make reports. Also, the helpful spirit of cooperation that has developed has made our class attitude wonderful! Petty differences have disappeared in this work for a common cause in which they were interested... Often the poor students were the ones who brought correlated books from the Carnegie Public Library in the city and gave them to the better readers who reported on them to the class. I have encouraged the slow readers to read the easier books with the same time and setting in order that they would receive the historic and geographic value that the better readers were acquiring... A day seldom passes that a child doesn't remark about what he has learned in his outside reading. The children live for library periods! ... We have prepared a reading program for summer reading by including suggestions from the correlation sheets... So, I would like to express my appreciation to those of you who have made our participation in this radio series possible. I know of no other way that my pupils could have derived a wider knowledge of facts, a more apt use of library materials, and a more secure feeling of accomplishment than they have acquired through working on the correlated activities connected with this series of programs."

Miss Grace Brunson, Supervisor of Elementary Education, City Schools of Winston-Salem.

"I have not worked directly with pupils in classroom situations connected with the present in-school broadcasts, but I have seen evidences of the interest and enthusiasms of children that have grown out of the radio programs from week to week... In a number of class-

rooms the making of the scrapbook has furnished the motivation for adding many rich and colorful experiences to everyday school life. The very full school day does not always permit the use of sufficient time to develop the possibilities suggested by the excellent correlated material."

Miss Eunice Evans, Sixth Grade, Central School, Mr. M. S. Rose, principal.

"Pupils enjoy the broadcasts... These programs help to erase subject matter lines from the minds of children. It is sometimes difficult for them to see that reading, history, geography, English and art can all be integrated into one interesting whole. The programs and the related activities help children to realize that all subjects can be correlated... My criticism of the books upon which the broadcasts were based for this series is that the books were too difficult to be read by the average sixth grade...."

Miss Emma Lou Moss, Fifth Grade, Waughtown School, Miss Bessie Barnhart, principal.

"The broadcasts have stimulated reading in my classroom to the extent of having a constant demand for the book following each broadcast. Our greatest handicap has been in having only one copy of each of the books in the series... Many of the settings of the stories have fitted directly into our social studies. In presenting the historical and geographical backgrounds for the broadcasts, the correlation sheets have been very useful and the word and map studies have been very profitable... The broadcasts are very worthwhile. They help us to creat in children good listening habits as well as good reading habits."

Miss Miriam Revelle, Fifth Grade, North Elementary School,
Miss Frances Wortham, principal.

"Indeed I can and do use the broadcasts in my classroom!
Before each broadcast, talks about the locale are presented by pupils.
Biographical sketches and bibliography are given. Correlated books are
reviewed in oral reports... An effort is made to inspire the class to
want to hear each story. Each child really anticipates the broadcasts
and I think this is quite notable... The programs might embrace a
little more of the book. This would add interest and impetus to getting
the book in hand for completion. Since the audience is not limited to
children--many adults listen to the in-school broadcasts--perhaps the
radio could allot more time in the public interest..."

Miss Glenn Ward, Sight Saving Class, Granville School, Mr.
Marvin Ward, principal.

Miss Ward is the editor of "News of Childhood Education" issued
by the North Carolina State Association for Childhood Education.

"I personally feel that the enrichment of the cultural back-
grounds of the children in our schools is left too much to the library
period, to the teacher's reading of a book which some child has brought
and to the high school's courses in literature. Of course, there are
exceptional cases, but in the main, our cultural backgrounds are of the
hit and miss variety. So, it is with gratitude that I greet these in-
school broadcasts because I feel that here are choice morsels
dramatically presented. To a group such as the partially sighted
group who depend upon their ears for the major part of their education,
these radio programs have become a definite fixture in our Wednesday

plans... My group leaves our room to participate with other groups, but they always return for the broadcasts--of their own accord! ... We planned auditorium programs as an outgrowth of the broadcasts... The class asks for correlated books for our Story Hour. Children always say, 'I wish the program were longer!'. ... Thank you for making these programs possible."

Mrs. Monte Warner, Eighth Grade, Gray High School, Mr. J. A. Woodward, principal.

"Since our time is portioned, it takes definite planning for fitting these broadcasts and correlated activities into our regular school program. Committees were elected for various jobs, a planning committee worked out a routine to be followed for each broadcast, personal libraries were started, books were secured for the purpose of sharing with each other and pupils decided upon the best representative work done in connection with each broadcast. Correlation sheets were most helpful with actual material, new words, suggestions for correlated activities and story readiness. Reports were made on other books written by authors in the series and we made a game of learning about the authors and their works... In all the correlated work, it was fun to see how a few pupils could make the entire class feel a serious responsibility about doing good work. The broadcasts were inspiring and satisfying and all pupils were excellent listeners. As for the reading, the better readers took the responsibility and had little patience with others. We finally had a separate corps for reading (eventually I was a member of the slow reading group!). The book lists were used in the whole group as a basis for parallel reading... The broadcasts themselves would 'fire' my children all the

way, but when we begin planning, we find that we must have the correlation sheets and the actual books--if not, the interest is killed and correlated activities are done without inspiration. We would like to have the correlation sheets a month before each broadcast."

Miss Frances Wortham, Principal, North Elementary School.

"The scrapbook project is meaningful and valuable. The reason, I think, that more teachers do not participate in the scrapbook project is that many teachers are not gifted in art and they hesitate to have their classes compete. It takes much time to make a good scrapbook and many feel that it takes too much time away from class lessons. Personally, I do enjoy seeing the children making the books, and the experience with a scrapbook, whether the class wins or not, is most valuable. The prize is not the reward--rather the good attitudes, habits and experiences gained while working on such a project is reward enough to justify the time and energy spent."

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APPENDIX

APPENDIX A

COMMUNITY RADIO COUNCIL OF WINSTON-SALEM

REPORT ON SURVEY

concerning use of school broadcasts

SURVEY CONDUCTED

in the elementary schools of Winston-Salem

Purpose of Survey

Evaluation of Survey

Scrapbook Contest

Letters of Commendation

Conclusions

Excerpts from Characteristic Comments

SURVEY-----IN-SCHOOL BROADCASTS-----COMMUNITY RADIO COUNCIL

Teacher's name: _____ Grade: _____ School: _____

Principal's name: Subjects:

How was a radio obtained for your classroom?

What audio-visual materials are available in your classroom?

Can you advantageously utilize the in-school broadcast programs in your schedule?

To what other in-school radio programs do you listen?

What kinds of programs would you like to have broadcast?

What methods have you found to be useful in correlating the broadcasts and books with specific subjects?

What instructional materials have you used in correlating the programs with school work?

What teacher-pupil preparation was made for the broadcasts?

Are the correlation sheets in their present form of value in presenting the present series of programs?

What follow-up activities have you used?

Is your class making a scrapbook? If so, do you feel that the scrapbook project is meaningful and valuable?

What are the pupils reactions to the broadcasts and books?

Have you found that this new experience with radio and books has stimulated children whose reading habits were poor or non-existent?

Has this series of programs stimulated and motivated reading, the use of library, a wiser choice of books, and further interest and learning?

In what ways are the correlated books and correlated book lists used?

What were some results of pupils' correlated activities and discussions?

Can you sight any illustrative incidents which would characterize the general classroom response to this series of programs?

What suggestions and criticisms of the broadcasts, books and correlation sheets do you have to offer?

Thank you!